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ABSTRACT

Special Programs to Enhance the Education of Disadvantaged Youth (Project SPEEDY) was in its seventh year of Title I funding, the main thrust being in the area of corrective reading and other programs designed to promote language development. Although concentrating funds on fewer students has been made increasingly difficult by busing pupils, because of busing, basic Title I services were extended to 78 other schools. Other instructional programs were: Art Therapy, Primary Mathematics, Keyboard Music, Business Education for Delinquent Children, Neglected Children's Programs, and Preschool Programs. Evaluation of the corrective reading program was based on a pretest-posttest comparison of results on the Vocabulary and Reading Comprehension sections of the Gates-MacGinitie Test. Test results showed that 58 percent of the pupils achieved at least one month's gain per month of instruction on the Vocabulary section, as the same percentage did to the same extent on the Comprehension section. Results of the Primary Math Project for pupils in the kindergarten, first, and second grades showed that mean gains from pretest to posttest exceeded expectations. (RJ)

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WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

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ESEA TITLE I EVALUATION REPORT

PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN

September, 1972 - August, 1973

Project Number 73040

Submitted to the
Kansas State Department of Public Instruction
ESEA Title I

Prepared by
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Department of Program Evaluation

Research and Evaluation Services Division
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August, 1973

UD 013974

SUMMARY OF ESEA TITLE I EVALUATION REPORT, 1972-73

Wichita's federally funded activities designed to improve educational opportunities for its disadvantaged youth began in the spring of 1966. The seventh full year of Title I programs has just been completed. Again this year, as in previous years, the major thrust of Title I or PROJECT SPEEDY (Special Programs to Enhance the Education of Disadvantaged Youth) has been in the area of corrective reading and other programs designed to promote language development. While the emphasis of federal programs has been to concentrate funds on fewer recipients, the implementation of such a policy has been made increasingly difficult by the policy of bussing pupils throughout the school system to further integration efforts. During the 1972-73 school year, a majority of pupils who were recipients of Title I services lived in thirteen of the elementary school districts. However, because of bussing, Title I services were extended to 62 other elementary schools and 16 junior high schools. Title I services made available to pupils in "Extended Service" schools consisted of corrective reading instruction and attendance services. With the exceptions of corrective reading and attendance services, most other Title I activities were concentrated on the early elementary grades and pre-school.

In addition to the two activities mentioned above, other instructional programs were: Art Therapy, Primary Mathematics, Keyboard Music, Business Education for Delinquent Children, Neglected Children's programs and Pre-School programs. Service activities were: Supplementary Counseling, Supplementary Health, Family Social Services, Follow-Through Supplement, and Horace Mann Staff Follow-up. Also a broad range of similar activities were conducted during June and July as a part of the Title I Summer school.

While a total of 4235 public and 248 non-public children participated in all phases of Title I, the greatest number for any single instructional program was 3367 in all levels of corrective reading. Evaluation of the corrective reading program was based on a pretest-posttest comparison of results on the Gates-MacGinitie Vocabulary Test and the Gates-MacGinitie Reading Comprehension Test. It was expected that pupils would show one month of gain on the reading tests for each month of instruction. An analysis of the test results revealed that 58 percent of the pupils achieved at least one month's gain per month of instruction on the Gates-MacGinitie Vocabulary Test. On the Comprehension section, 58 percent also gained at least one month per month of instruction.

Results of the Primary Math Project for pupils in kindergarten, first and second grades showed that mean gains from pretest to posttest exceeded expectations.

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION
DEPARTMENT OF PROGRAM EVALUATION

November 27, 1973

SUPPLEMENTARY REPORT TO 1972-73 TITLE I CORRECTIVE READING PROGRAM

Instructional objectives for Title I corrective reading specify that pupils will gain one month for each month of instruction as measured by the Gates-MacGinitie Reading Tests. The results, reported in the 1972-73 annual Title I report, show that 58 percent of the pupils met the objective. This compares with the 1971-72 school year when 58 percent made monthly gains on vocabulary and 54 percent made monthly gains in comprehension.

The purpose of this supplementary report is to present the reading program results in a slightly different manner which is consistent with other types of test reporting. Tables which follow compare pretest and posttest means for each system or group. Pretesting was accomplished by the reading teachers during September 1972. Posttesting was scheduled for late April through early May 1973. About 7.5 months elapsed between pretest and posttest.

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TABLE 1

SUMMARY OF MEAN GAINS
GATES-MacGINITIE READING TESTS
TITLE I CORRECTIVE READING
1972-73

Grade	N	Mean Vocabulary Gain (Months)	N	Mean Comprehension Gain (Months)
2	571	10.0	571	9.3
3	463	9.2	465	10.3
4	376	7.8	371	8.0
5	314	6.9	311	8.6
6	225	9.7	223	11.5
7	446	11.8	428	11.6
8	182	11.1	171	7.9
9	104	5.2	97	8.7

All grades, except fifth and ninth on the Vocabulary subtest, exceeded the expected 7.5 months gain for 7.5 months of instruction.

TABLE 2

VOCABULARY AND READING COMPREHENSION
PRETEST AND POSTTEST COMPARISONS
OF
TITLE I CORRECTIVE READING PUPILS
1972-73

Grade	Reading System Employed	VOCABULARY				COMPREHENSION			
		N	Pretest Mean	Posttest Mean	Months Gain	N	Pretest Mean	Posttest Mean	Months Gain
2	1	205	14.7	24.5	9.8	203	14.0	23.8	9.8
	2	51	14.6	24.9	10.5	51	13.9	21.3	7.4
	3	23	15.4	24.8	9.4	24	15.1	22.6	7.5
	4	76	14.3	23.9	9.6	76	14.6	23.9	9.3
	5	216	14.6	24.8	10.2	217	13.1	22.7	9.6
Total		571	14.6	24.6	10.0	571	13.8	23.1	9.3

Key: 1 = Fountain Valley
2 = Look, Listen, Learn
3 = Hoffman
4 = Rx Phonics
5 = Other

TABLE 3

VOCABULARY AND READING COMPREHENSION
PRETEST AND POSTTEST COMPARISONS
OF
TITLE I CORRECTIVE READING PUPILS
1972-73

Grade	Reading System Employed	VOCABULARY				COMPREHENSION			
		N	Pretest Mean	Posttest Mean	Months Gain	N	Pretest Mean	Posttest Mean	Months Gain
3	1	155	22.2	31.6	9.4	155	20.2	29.5	9.3
	2	42	21.6	30.5	8.9	42	19.3	28.3	9.0
	3	39	20.9	26.9	6.0	40	19.5	27.4	7.9
	4	38	20.4	27.8	7.4	38	18.8	27.2	8.4
	5	189	19.5	29.6	10.1	190	17.0	29.2	12.2
Total		463	20.8	30.0	9.2	465	18.6	28.9	10.3

Key: 1 = Fountain Valley
2 = Look, Listen, Learn
3 = Hoffman
4 = Rx Phonics
5 = Other

TABLE 4

VOCABULARY AND READING COMPREHENSION
PRETEST AND POSTTEST COMPARISONS
OF
TITLE I CORRECTIVE READING PUPILS
1972-73

Grade	Reading System Employed	VOCABULARY				COMPREHENSION			
		N	Pretest Mean	Posttest Mean	Months Gain	N	Pretest Mean	Posttest Mean	Months Gain
4	1	178	28.1	35.3	7.2	179	24.6	31.2	6.6
	2	28	31.1	40.5	9.4	28	25.5	34.9	9.4
	3	19	32.9	36.7	3.8	19	26.5	35.3	8.8
	4	13	23.6	31.4	7.8	13	24.5	27.8	3.3
	5	138	26.7	35.5	8.8	132	22.6	32.3	9.7
Total		376	27.9	35.7	7.8	371	24.0	32.0	8.0

Key: 1 = Fountain Valley
2 = Look, Listen, Learn
3 = Hoffman
4 = Rx Phonics
5 = Other

TABLE 5

VOCABULARY AND READING COMPREHENSION
PRETEST AND POSTTEST COMPARISONS
OF
TITLE I CORRECTIVE READING PUPILS
1972-73

Grade	Reading System Employed	VOCABULARY				COMPREHENSION			
		N	Pretest Mean	Posttest Mean	Months Gain	N	Pretest Mean	Posttest Mean	Months Gain
5	1	145	32.9	39.4	6.5	141	28.0	35.5	7.5
	2	34	34.8	43.4	8.6	34	29.3	39.9	10.5
	3	18	37.5	41.7	4.2	18	33.9	41.9	8.0
	4	4	30.5	30.5	0	4	23.8	25.8	2.0
	5	113	31.9	39.9	8.0	114	27.4	37.1	9.7
Total		314	33.0	39.9	6.9	311	28.2	36.8	8.6

Key: 1 = Fountain Valley
2 = Look, Listen, Learn
3 = Hoffman
4 = Rx Phonics
5 = Other

TABLE 6

VOCABULARY AND READING COMPREHENSION
PRETEST AND POSTTEST COMPARISONS
OF
TITLE I CORRECTIVE READING PUPILS
1972-73

Grade	Reading System Employed	VOCABULARY				COMPREHENSION			
		N	Pretest Mean	Posttest Mean	Months Gain	N	Pretest Mean	Posttest Mean	Months Gain
6	1	124	36.3	45.7	9.4	122	31.7	42.0	10.3
	2	16	42.7	61.0	18.3	16	38.6	55.2	16.6
	3	14	47.1	52.1	5.0	14	40.1	53.8	13.7
	4	5	23.8	36.2	12.4	5	25.6	36.8	11.2
	5	66	37.6	46.4	8.8	66	33.9	45.9	12.0
Total		225	37.5	47.2	9.7	223	33.2	44.7	11.5

Key: 1 = Fountain Valley
2 = Look, Listen, Learn
3 = Hoffman
4 = Rx Phonics
5 = Other

VOCABULARY AND READING COMPREHENSION
PRETEST AND POSTTEST COMPARISONS
OF
TITLE I CORRECTIVE READING PUPILS
1972-73

TABLE 7

Grade	Reading System Employed	VOCABULARY				COMPREHENSION			
		N	Pretest Mean	Posttest Mean	Months Gain	N	Pretest Mean	Posttest Mean	Months Gain
7	1	66	48.1	55.1	7.0	66	32.6	47.4	14.8
	5	380	47.0	59.7	12.7	362	39.7	50.7	11.0
Total		446	47.2	59.0	11.8	428	38.6	50.2	11.6

TABLE 8

8	1	8	60.1	63.2	3.1	8	51.7	59.5	7.8
	5	174	51.2	62.7	11.5	163	45.4	53.3	7.9
Total		182	51.6	62.7	11.1	171	45.7	53.6	7.9

TABLE 9

9	1	7	51.0	53.0	2.0	7	47.7	56.6	8.9
	5	97	57.2	62.6	4.4	90	49.0	57.7	8.7
Total		104	56.8	62.0	5.2	97	48.9	57.6	8.7

Key: 1 = Fountain Valley
5 = Other

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WICHITA, KANSAS

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GENERAL CONTEXT

Wichita is a metropolitan community of approximately 259,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna and Gates Lear Jet. Oil explorations and refinery operations are also important segments of the economy. The economic recession of 1970-71 had a pronounced effect on the overall employment outlook in Wichita. While unemployment rose to about ten percent in early 1971, in early 1972, there were about 10,000 unemployed persons or about 6.6 percent of the employable work force. By mid-1972, unemployment had decreased to about 5.5 percent. By year's end new construction starts were at an all-time high. Throughout the spring of 1973, the employment outlook improved with only about 2500 unemployed out of a 167,650 person labor force.

Within the city are a total of 140 schools which serve approximately 64,000 children. There are 104 public schools; 82 are elementary schools, grades K-6; 16 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. Included in the total number of schools are seven special purpose schools. These include three preschool centers, a school for innovative programs in grades 4-6, a metropolitan type secondary school for alienated youth, and educational programs in a detention facility and a hospital. On September 15, 1972, there were 57,222 children in the public schools. There were another 7,000 pupils in 27 parochial or private schools. About 1,000 individuals of school age were estimated not to be in attendance at any schools. About 6,000 pupils were estimated to come from low income families. The racial composition of the school population is 82 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city.

An initial comprehensive needs assessment was conducted prior to the implementation of Title I in Wichita in 1966. A joint research effort conducted by the Wichita Public Schools, Community Planning Council Research Staff, and the Community Action Program identified the geographic areas of the city where high concentrations of low income and welfare families resided. Committees of school personnel determined through standardized test data and through staff questionnaires a list of concerns regarding needs of children in the target areas. The four priority needs selected pertained to achievement, behavior, culture, and health concerns. Activities were designed to meet these concerns. For several years, the improvement of reading and activities related to reading, received major consideration. In the past three years, the improvement of mathematical achievement has received attention and a primary mathematics program has been instituted. Reading, however, continues as the major thrust of the total project.

Per pupil expenditures from non-federal funds were $558 in fiscal 1968, $615 in fiscal 1969, $697 in fiscal 1970, $769 in fiscal 1971, and $859 in fiscal 1972. Fiscal 1973 expenditures are expected to be comparable to Fiscal 72 expenditures.

At the close of the 72-73 school year. Wichita will have provided Title I service to its educationally deprived children for seven and one-half years. Over this time period, beginning with the second semester 1965-66, there has been a gradual evolution in the concept of Title I from a broad, global thrust to a more concentrated instructional impact in fewer schools for fewer children. Funding restrictions and federal guidelines were partially responsible for the shift in emphasis, but also, and importantly, local experience pointed to the need for more concentrated effort. The pattern of future Title I involvement appears to be following the already established trend toward fewer programs and younger pupil age groups as recipients of services. Major emphasis may be expected to continue in the areas of reading and mathematics.

Since the summer of 1967 each year some funds were set aside to conduct a Title I summer school. Summer school activities reached their peak in 1972 when approximately 35 separate programs were funded with about $400.000. In 1973 tighter federal monetary policies forced a cutback in most programs and consequently the current summer program was directed toward improving reading and mathematics achievement in eleven selected summer school centers.

02.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
CORRECTIVE READING
PROGRAM
1972-73

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
W. E. Turner, Research Specialist
Sally Baird, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1973

CORRECTIVE READING PROGRAM, 1972-73

SUMMARY

The 1972-73 Title I Corrective Reading Program served approximately 3400 different participants. This is equivalent to about 2000 pupils when adjustments are made to account for short time lengths spent by some pupils in the program. About 50 percent of the Title I budget is applied to reading or reading related services. This program began in 1966 and has gone through some evolutionary changes since. During 1972-73 data were collected on the six major reading systems currently in use.

Participant grade levels ranged from one to nine. The early elementary grades and seventh grade received most emphasis in terms of number of pupils enrolled. **Forty-two teaching positions and 27 instructional aide positions** were funded.

Measures of mean gains in months for each month of Corrective Reading were determined by teacher evaluation and pre-posttesting on two subtests of the Gates MacGinitie Reading Tests. The proportion of pupils who achieved at least month per month gains, as specified in program objectives, ranged from 42 to 71 percent across the two evaluation measurements. The reading program was recommended for continuation.

ACTIVITY CONTEXT

Corrective reading has been a major component of the Wichita Title I project since 1966. Approximately 50 percent of the Title I funds received locally have been applied directly to the reading programs. Specialized reading instruction is provided in grades one through nine. Current trends in reading emphasize prevention rather than remediation, so there is a concentration of effort directed toward the primary grade levels. At the junior high school level, the seventh grade receives most attention. Integration has dispersed many Title I eligible pupils throughout the city thus making delivery of concentrated Title I services difficult.

During May 1973, Wichita's Title I Corrective Reading project was selected as one of only ten Title I reading projects nationwide to participate in the ED. FAIR'73 in Washington, D.C.

PROGRAM DESCRIPTION

Scope

Wichita's Title I target pupil population is concentrated in 18 elementary school residence areas. However, with total integration accomplished through a massive bussing effort, eligible pupils attend 59 other elementary schools and all 16 junior high schools. In addition Title I eligible pupils also attend five parochial schools in the target area. Minority pupils who are bussed for integration reside in three of the 18 Title I residence areas. Since those three schools have 85 percent of their resident pupils bussed to 59 other elementary schools, they are also treated as extended service centers. Title I target schools receive the service of a Special Reading Teacher. Extended service schools are grouped into clusters because there are not enough pupils needing corrective reading to justify even a half time corrective reading position. There were 11 clusters of four schools each.

Personnel

Forty-two corrective reading positions were distributed with 30.1 positions at the elementary school level and 11.8 at the junior high school level. Supporting the reading teachers were 27 instructional aides.

Procedures

Corrective reading is comprised of six phases:

(1) Identification. The classroom teacher makes referrals to the special reading program.
(2) Screening. The special reading teacher selects pupils most likely to profit from corrective reading procedures.
(3) Diagnosis. The special reading teacher administers tests and uses other methods to pinpoint reading difficulties.
(4) Scheduling. The special reading teacher arranges pupils into instructional groups.

(5) Instruction. The exact method depends upon the severity of the disability, individual needs, class needs, and teacher preference. Various kinds of equipment and teaching machines are used, including controlled readers, tachistoscopes, filmstrip projectors, record players, tape recorders, and overhead projectors. The maximum size of instruction groups is as follows:

TYPE	SESSIONS PER WEEK	GROUP SIZE
Mild Corrective	2-3	5 to 8 children
Corrective	3-4	3 to 5 children
Severe Corrective and/or Remedial	4-5	2 to 3 children
Reading Improvement (Junior High)	5	15 children

(6) Evaluation. The special reading teacher continually monitors pupil progress through formal and informal test methods.

Budget

A. Personnel

30.1 Elementary positions	$357,738
11.8 Junior High positions	121,910
27 Instructional aides	77,028
Aide training stipends 5 half days @ $10	1,350
	$558,026

B. Supplies

44 positions @ $200	$ 8,800
Fountain Valley	6,871
Hoffman Reading System	5,669
Look, Listen and Learn	16,405
Distar	2,552
RX Phonics	3,074
Junior High Reading Centers	2,242
	$45,613

C. Other

Mileage and travel	$ 3,640
Staff Seminar	6,500
Consultant Service	700
Contracted Service (Leased Vehicle)	3,600
Driver Salary	2,000
Other Transportation	500
Replacement and Maintenance of equipment	500
Equipment	15,110
	$32,550
TOTAL	$636,189

Based on a total of 3367 participants, the per pupil cost of the Corrective Reading Program was $188.95.

EVALUATION

The main goals for Corrective Reading pupils in grades two through nine were improvement of word recognition and reading comprehension skills.

1. Pupils enrolled in Corrective Reading, grades two through nine, will improve their vocabulary skills by at least one month for each month of instruction as measured by the mean vocabulary grade score on the Gates MacGinitie Reading Test.

2. Pupils enrolled in Corrective Reading, grades two through nine, will improve their comprehension skills by at least one month for each month of instruction as measured by the mean comprehension grade score on the Gates MacGinitie Reading Test.

Corrective Reading participation statistics of public school pupils are shown in Table 02.1. These figures are unduplicated and account for any pupil who was scheduled into the program regardless of the length of his stay. Non public pupil participation is shown in Table 02.2. Stated in terms of full time equivalent pupils (FTE) which may be interpreted as one pupil in class for one hour per day for 180 days, there were approximately 2000 FTE pupils, public and non public. Per pupil cost on this basis amounts to $318.05.

Test results by grade level are shown in Tables 02.3 and 02.4. The results from all systems were combined to make a composite table.

On the Vocabulary subtest nearly 58 percent of the pupils achieved pretest to posttest gains which were one month or more for each month of reading instruction. Results are shown for 1,588 pupils while 2,742 were in participation. Pupils who moved away and did not receive a posttest account for much of the difference.

On the Comprehension subtest slightly more than 58 percent of the pupils gained one or more months for each instructional month.

Since several types of reading systems were in use during 1972-73, participation and test results are also reported out by the individual type of program or system.

A. Fountain Valley Teacher Support System

This program provides a comprehensive prescriptive support system to teachers of reading. It consists of 77 tests covering 277 behavioral objectives for grade levels one through six. The system provides teachers with a method of diagnosis of student deficiencies within reading grades, reteaching prescription, pretest for fast learners and posttest for average and slow learners.

B. Educational Development Laboratories
Listen, Look, and Learn (LLL) System

An LLL Lab is a multi media communications skills instructional system for primary and intermediate grades.

TABLE 02.1

GRADE, SEX, AND RACE OF PUBLIC SCHOOL PARTICIPANTS IN TITLE I CORRECTIVE READING 1972-73

Grade	Sex		Race*					Total
	Male	Female	1	2	3	4	5	
1	150	93	69	1	170	3	-	243
2	364	299	244	3	392	13	11	663
3	261	267	185	1	316	20	6	528
4	254	157	115	-	280	12	4	411
5	192	136	94	-	219	12	3	328
6	124	116	63	-	172	5	-	240
7	279	225	159	-	328	14	3	504
8	126	86	82	-	115	14	1	212
9	81	48	55	1	64	7	2	129
Total	1831	1427	1066	6	2056	100	30	3258
Percent	56.2	43.8	32.7	0.2	63.1	3.1	0.9	

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE 02.2

GRADE, SEX, AND RACE OF NON PUBLIC SCHOOL PARTICIPANTS IN TITLE I CORRECTIVE READING 1972-73

Grade	Sex		Race*					Total
	Male	Female	1	2	3	4	5	
1	8	8	14			2		16
2	18	8	13		10	3		26
3	15	11	14		8	4		26
4	6	7	5		6	2		13
5	9	3	6		6			12
6	5	6	7		4			11
7	1	2	2			1		3
8	2		2					2
9								
Total	64	45	63		34	12		109
Percent	58.7	41.3	57.8		31.2	11.0		

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE 02.3

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS ON GATES MACGINITIE (VOCABULARY SUBTEST) ALL SYSTEMS COMBINED BY GRADE 1972-73

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction					
		1.0 or more		.9 to .5		.4 or less	
		No.	Percent	No.	Percent	No.	Percent
1	24	17	70.8	4	16.7	3	12.5
2	589	362	61.5	105	17.8	122	20.7
3	482	290	60.2	91	18.9	101	20.9
4	376	185	49.2	77	20.5	114	30.3
5	314	150	47.8	53	16.9	111	35.3
6	225	143	63.6	27	12.0	55	24.4
7	446	290	65.0	32	7.2	124	27.8
8	182	107	58.8	13	7.1	62	34.1
9	104	44	42.3	7	6.7	53	51.0
Total	2742	1588	57.9	409	14.9	745	27.2

C. RX Phonics System

The RX Reading Program is a multisensory, self-correctional program designed to provide the teaching and reinforcement necessary to master the skills of letter recognition, common nouns and pictures, basic sight words and phonetic word analysis. It is a completely structured prerecorded series of 160 lessons and 80 tape cassettes.

D. Distar System

This program is geared toward those children who are expected to encounter difficulty learning to read and who exhibit language deficiencies. A highly structured reading skills development approach is used.

TABLE 02.4

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS ON GATES MACGINITIE (COMPREHENSION SUBTEST) ALL SYSTEMS COMBINED BY GRADE 1972-73

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction 1.0 or more No.	Percent	.9 to .5 No.	Percent	.4 or less No.	Percent
1	24	17	70.8	3	12.5	4	16.7
2	587	324	55.2	106	18.6	157	26.7
3	484	296	61.2	75	15.5	113	23.3
4	371	168	45.3	72	19.4	131	35.3
5	311	166	53.4	50	16.1	95	30.5
6	223	153	68.6	22	9.9	48	21.5
7	428	288	67.3	28	6.5	112	26.2
8	171	95	55.6	14	8.2	62	36.2
9	97	60	61.9	5	5.1	32	33.0
Total	2696	1567	58.1	375	13.9	754	28.0

E. Hoffman System

This system employs an audio-visual approach keyed with high motivational materials. The pupil is seated in front of a viewer which simulates a TV receiver. As visual material is displayed on the viewer the pupil records his responses on paper. Language arts and phonics are combined in this system.

F. Other Systems

Instruction in this category may utilize a combination of approaches or methods distinct to a particular teacher.

TABLE 02.5

PUPIL** PARTICIPATION IN FOUNTAIN VALLEY TEACHER SUPPORT SYSTEM
1972-73

Grade	Sex		Race*					Total
	Male	Female	1	2	3	4	5	
1	56	34	14		74	2		90
2	133	108	37		200	3	1	241
3	80	101	26		150	5		181
4	126	78	28		172	3	1	204
5	89	65	22		130	1	1	154
6	65	76	25		116			141
7	44	26	5		64	1		70
8	7	2	9					9
9	6	2	1		7			8
Total	606	492	167		913	15	3	1098
Percent	55.2	44.8	15.2		83.2	1.4	0.3	

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

** Includes Public and Non Public pupils

TABLE 02.6

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS ON GATES MACGINITIE (VOCABULARY SUBTEST) FOUNTAIN VALLEY TEACHER SUPPORT SYSTEM 1972-73

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction 1.0 or more No.	 Percent	 .9 to .5 No.	 Percent	 .4 or less No.	 Percent
1	16	11	68.8	4	25.0	1	6.2
2	205	120	58.5	42	20.5	43	21.0
3	155	95	61.3	31	20.0	29	18.7
4	178	82	46.1	42	23.6	54	30.3
5	145	60	41.4	29	20.0	56	38.6
6	124	79	63.7	17	13.7	28	22.6
7	66	36	54.5	5	7.6	25	37.9
8	8	2	25.0	2	25.0	4	50.0
9	7	5	71.4			2	28.6
Total	904	490	54.2	172	19.0	242	26.8

Tables 02.3 and 02.4 directly relate to the two stated objectives. Other tables which are included show breakdowns by type of reading system and are of primary interest to the Corrective Reading Project Director and his staff.

As shown in Table 02.3, 2,742 pupils, grades 1-9, were both pretested and posttested on the Gates vocabulary subtest. Approximately 58 percent of the total achieved one or more months gain for each month of instruction. Individual grade gains at the required level ranged from 70.8 percent (first grade) to 42.3 percent (ninth grade).

Comprehension subtest data are shown in Table 02.4. There were 2,696 pupils with complete data. Again about 58 percent made one or more months gain for each instructional month. Gains by individual grade levels were similar to those for vocabulary except for the ninth grade. It may be concluded in general that the program objectives were met.

TABLE 02.7

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS
ON GATES MACGINITIE (COMPREHENSION SUBTEST)
FOUNTAIN VALLEY TEACHER SUPPORT SYSTEM
1972-73

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction					
		1.0 or more		.9 to .5		.4 or less	
		No.	Percent	No.	Percent	No.	Percent
1	16	11	68.8	2	12.5	3	18.7
2	203	121	59.6	38	18.7	44	21.7
3	155	90	58.1	30	19.4	35	22.6
4	179	61	34.1	43	24.0	75	41.9
5	141	63	44.7	31	22.0	47	33.3
6	122	80	65.6	14	11.5	28	22.9
7	66	45	68.2	7	10.6	14	21.2
8	8	4	50.0	1	12.5	3	37.5
9	7	4	57.1			3	42.9
Total	897	479	53.4	166	18.5	252	28.1

TABLE 02.8

PUPIL PARTICIPATION IN EDL LOOK, LISTEN, AND LEARN SYSTEM
1972-73

Grade	Sex		Race*					Total
	Male	Female	1	2	3	4	5	
1								
2	50	33	63		12	7	1	83
3	35	39	48		19	5	2	74
4	20	10	21		6	2	1	30
5	23	12	24		11			35
6	11	5	11		4	1		16
7								
8								
9								
Total	139	99	167		52	15	4	238
Percent	58.4	41.6	70.2		21.8	6.3	1.7	

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE 02.9

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS
ON GATES MACGINITIE (VOCABULARY SUBTEST)
EDUCATIONAL DEVELOPMENT LABORATORIES (LOOK, LISTEN, LEARN) SYSTEM
1972-73

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction					
		1.0 or more		.9 to .5		.4 or less	
		No.	Percent	No.	Percent	No.	Percent
1							
2	69	45	65.2	13	18.8	11	15.9
3	61	40	65.6	11	18.0	10	16.4
4	28	15	53.6	5	17.9	8	28.6
5	34	22	64.7	5	14.7	7	20.6
6	16	15	93.8			1	6.2
7							
8							
9							
Total	208	137	65.9	34	16.3	37	17.8

TABLE 02.10

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS ON GATES MACGINITIE (COMPREHENSION SUBTEST) EDUCATIONAL DEVELOPMENT LABORATORIES (LOOK, LISTEN, LEARN) SYSTEM 1972-73

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction					
		1.0 or more		.9 to .5		.4 or less	
		No.	Percent	No.	Percent	No.	Percent
1							
2	67	36	53.7	13	19.4	18	26.9
3	61	39	63.9	6	9.8	16	26.2
4	28	17	60.7	4	14.3	7	25.0
5	34	24	70.6	4	11.8	6	17.6
6	16	15	93.8			1	6.2
7							
8							
9							
Total	206	131	63.6	27	13.1	48	23.3

TABLE 02.11

PUPIL PARTICIPATION IN RX PHONICS SYSTEM
1972-73

Grade	Sex		Race*					Total
	Male	Female	1	2	3	4	5	
1	1	4	4		1			5
2	44	41	52	1	22	3	7	85
3	16	26	31		8	2	1	42
4	8	6	10		4			14
5	4		2		1	1		4
6	3	2	1		4			5
7								
8								
9								
Total	76	79	100	1	40	6	8	155
Percent	49.0	51.0	64.5	0.6	25.8	3.9	5.2	

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE 02.12

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS
ON GATES MACGINITIE (VOCABULARY SUBTEST)
RX PHONICS SYSTEM
1972-73

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction					
		1.0 or more		.9 to .5		.4 or less	
		No.	Percent	No.	Percent	No.	Percent
1							
2	76	46	60.5	13	17.1	17	22.4
3	38	19	50.0	9	23.7	10	26.3
4	13	9	69.2	2	15.4	2	15.4
5	4	2	50.0			2	50.0
6	5	4	80.0	1	20.0		
7							
8							
9							
Total	136	80	58.8	25	18.4	31	22.8

TABLE 02.13

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS ON GATES MACGINITIE (COMPREHENSION SUBTEST) RX PHONICS SYSTEM 1972-73

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction					
		1.0 or more		.9 to .5		.4 or less	
		No.	Percent	No.	Percent	No.	Percent
1							
2	76	39	51.3	13	17.1	24	31.6
3	38	22	57.9	4	10.5	12	31.6
4	13	4	30.8	5	38.5	4	30.8
5	4	2	50.0			2	50.0
6	5	5	100.0				
7							
8							
9							
Total	136	72	52.9	22	16.2	42	30.9

TABLE 02.14

PUPIL PARTICIPATION IN HOFFMAN SYSTEM
1972-73

Grade	Sex		Race*					Total
	Male	Female	1	2	3	4	5	
1	2	2			4			4
2	13	13	10		16			26
3	20	17	21		16			37
4	13	6	10		6	2	1	19
5	10	7	12		5			17
6	7	7	7		5	2		14
7								
8								
9								
Total	65	52	60		52	4	1	117
Percent	55.6	44.4	51.3		44.4	3.4	.9	

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE 02.15

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS
ON GATES MACGINITIE (VOCABULARY SUBTEST)
HOFFMAN SYSTEM
1972-73

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction					
		1.0 or more		.9 to .5		.4 or less	
		No.	Percent	No.	Percent	No.	Percent
1							
2	23	14	60.9	4	17.4	5	21.7
3	39	15	38.5	9	23.1	15	38.5
4	19	5	26.3	6	31.6	8	42.1
5	18	7	38.9	2	11.1	9	50.0
6	14	7	50.0			7	50.0
7							
8							
9							
Total	113	48	42.5	21	18.6	44	38.9

TABLE 02.16

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS ON GATES MACGINITIE (COMPREHENSION SUBTEST) HOFFMAN SYSTEM 1972-73

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction					
		1.0 or more		.9 to .5		.4 or less	
		No.	Percent	No.	Percent	No.	Percent
1							
2	24	11	45.8	5	20.8	8	33.3
3	40	21	52.5	7	17.5	12	30.0
4	19	10	52.6	2	10.5	7	36.8
5	18	12	66.6	1	5.6	5	27.8
6	14	9	64.3	2	14.3	3	21.4
7							
8							
9							
Total	115	63	54.8	17	14.8	35	30.4

TABLE 02.17

PUPIL PARTICIPATION IN OTHER READING SYSTEMS
1972-73

Grade	Sex		Race*					Total
	Male	Female	1	2	3	4	5	
1	99	61	65	1	91	3		160
2	142	112	95	2	152	3	2	254
3	125	95	73	7	125	14	3	220
4	93	64	51		98	7	1	157
5	75	55	40		78	10	2	130
6	43	32	26		47	2		75
7	236	201	156		264	14	3	437
8	121	84	75		115	14	1	205
9	75	46	54	1	57	7	2	121
Total	1009	750	635	11	1027	72	14	1759
Percent	57.4	42.6	36.1	0.6	58.4	4.1	0.8	

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE 02.18

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS ON GATES MACGINITIE (VOCABULARY SUBTEST) OTHER SYSTEMS 1972-73

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction 1.0 or more No.	 1.0 or more Percent	 .9 to .5 No.	 .9 to .5 Percent	 .4 or less No.	 .4 or less Percent
1	8	6	75.0			2	25.0
2	216	137	63.4	33	15.3	46	21.3
3	189	121	64.0	31	16.4	37	19.6
4	138	74	53.6	22	15.9	42	30.4
5	113	59	52.2	17	15.0	37	32.7
6	66	38	57.6	9	13.6	19	28.8
7	380	254	66.8	27	7.1	99	26.1
8	174	105	60.3	11	6.3	58	33.3
9	97	39	40.2	7	7.2	51	52.6
Total	1381	833	60.3	157	11.4	391	28.3

TABLE 02.19

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS ON GATES MACGINITIE (COMPREHENSION SUBTEST) OTHER SYSTEMS 1972-73

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction					
		1.0 or more		.9 to .5		.4 or less	
		No.	Percent	No.	Percent	No.	Percent
1	8	6	75.0	1	12.5	1	12.5
2	217	117	53.9	37	17.1	63	29.0
3	190	124	65.3	28	14.7	38	20.0
4	132	76	57.6	18	13.6	38	28.8
5	114	65	57.0	14	12.3	35	30.7
6	66	44	66.7	6	9.1	16	24.2
7	362	243	67.1	21	5.8	98	27.1
8	163	91	55.8	13	8.0	59	36.2
9	90	56	62.2	5	5.6	29	32.2
Total	1342	822	61.3	143	10.7	377	28.1

TABLE 02.20

RECAPITULATION OF MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS
GATES MACGINITIE (VOCABULARY SUBTEST)
ALL GRADES COMBINED-REPORTED BY READING SYSTEM
1972-73

Reading System	Number Pupils	Mean Gains per Month of Corrective Reading Instruction					
		1.0 or more		.9 to .5		.4 or less	
		No.	Percent	No.	Percent	No.	Percent
Fountain Valley	904	490	54.2	172	19.0	242	26.8
Look, Listen Learn	208	137	65.9	34	16.3	37	17.8
Hoffman	113	48	42.5	21	18.6	44	38.9
Rx Phonics	136	80	58.8	25	18.4	31	22.8
Other Systems	1381	833	60.3	157	11.4	391	28.3

TABLE 02.21

RECAPITULATION OF MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS
GATES MACGINITIE (COMPREHENSION SUBTEST)
ALL GRADES COMBINED-REPORTED BY READING SYSTEM
1972-73

Reading System	Number Pupils	Mean Gains per Month of Corrective Reading Instruction					
		1.0 or more		.9 to .5		.4 or less	
		No.	Percent	No.	Percent	No.	Percent
Fountain Valley	897	479	53.4	166	18.5	252	28.1
Look, Listen Learn	206	131	63.6	27	13.1	48	23.3
Hoffman	115	63	54.8	17	14.8	35	30.4
Rx Phonics	136	72	52.9	22	16.2	42	30.9
Other Systems	1342	822	61.3	143	10.7	377	28.1

02.26

RECOMMENDATIONS

The Corrective Reading program as conducted during the 1972-73 school year appears to have been successful. Continued emphasis on the improvement of basic skills achievement mandates that this program be continued and strengthened. Continued investigation of the several reading systems is warranted. It is believed that standardized tests may not always adequately measure the results of program variations. Implementation of a proposed criterion referenced evaluation system should be continued.

02.01A

SEVERE CORRECTIVE READING PROGRAM, 1972-73

SUMMARY

The Severe Corrective Reading program (SCR) served 95 pupils in 22 elementary and junior high schools during the 1972-73 academic year. The program served those pupils who could not benefit from Corrective Reading procedures in the classroom. The remedial systems used were varied with individual teachers using and developing techniques which were successful in their particular situation.

The grade levels of the pupils ranged from four to nine. The program utilized three Corrective Reading teachers.

Measures of gains were determined by teacher evaluation and pre and posttesting on tests of word analysis skills, sight word recognition, vocabulary, comprehension and study skills, spelling, and an oral reading inventory. Sixty percent of the pupils in the Severe Corrective Reading program made gains of at least one month for each month of instruction.

ACTIVITY CONTEXT

The Severe Corrective Reading program added a new dimension to the Title I Corrective Reading program. The disadvantaged pupils it served generally had numerous problems, i.e. social, psychological, neurological, in addition to severe reading difficulties, all of which made it impossible to deal with them successfully in the traditional classroom and/or Corrective Reading program. It was believed that a program which allowed for small-group situations and utilized innovative teaching methods and equipment would result in improvement in the reading ability of the participants.

PROGRAM DESCRIPTION

Scope

A total of 95 pupils participated in the 1972-73 Severe Corrective Reading program. All of the students were enrolled in public schools. The SCR program served pupils in five Title I elementary schools, ten elementary and seven junior high schools designated for Title I extended service. The grade levels of the pupils ranged from four to nine. Pupils were transported to and from SCR classrooms by taxi and a leased station wagon. Table 02.1A summarizes the participation records by sex, race, and grade levels. The main goals of the SCR program were to improve word recognition and reading skills and improve pupils' attitudes.

Personnel

Staff for the SCR program included two elementary reading teachers, one secondary reading teacher and two instructional aides. The program was coordinated by the Director of Reading for the Wichita Public School System and a reading specialist served as a consultant. A driver was necessary to transport pupils to and from the reading classes.

One elementary classroom and one secondary classroom adjoined each other at the Community Education Center. This building houses various programs in addition to being the headquarters for the Local, State, and Federal Relations Services Division. Another elementary classroom was located in one of the elementary schools.

Procedures

At the first meeting of the Special Reading Teachers (SRT) in the Fall of the 1972-73 academic year, it was announced by the Director of Reading that there would be an additional program for students with severe reading problems. Special Reading Teachers were asked to begin identifying those pupils who might be potential candidates for the program and to inform other school personnel (principal, counselor, classroom teachers) of the program's inception.

Since the program had been funded only a short time prior to this meeting, and pupils and equipment were not available, the teachers in the SCR program did not teach during the first quarter of the year but spent their time devising information sheets upon which the personnel (classroom teacher, SRT, counselor, principal, nurse) from the school initiating the referral could record various test data and observations, explaining the program to various SRT and building personnel and screening prospective pupils.

At the beginning of the second quarter the following referral system was in use and continued throughout the academic year.

The SRT at a given school initiated a referral by sending it to the Director of Reading. The pupil may have been referred to the SRT by the principal, classroom teacher, or counselor. Regardless of the origin of the identification of pupils, the SRT made the referral to the Director or Reading. The referral was then routed to the appropriate SCR teacher who absorbed the student into her program when an opening was available. The pupil remained in the program until the SCR teacher believed he had received maximum benefit, at which time, with the cooperation of the SRT, he was phased back into the Corrective Reading program at his own school. The SCR teacher provided the SRT and classroom teacher with an information sheet giving pre and posttest results, and observations and recommendations at this time.

Pre and posttests administered in the SCR program included the Gates MacGinitie Reading Tests, Gray Oral Reading Inventory, Spache Diagnostic Reading Scales, Dolch Sight Words, St. Louis Diagnostic Spelling Test, Kottmeyer Diagnostic Spelling Test, and Rx Phonics Inventory. Tests differed somewhat between teachers and classrooms. Pupils were pre-tested prior to and at the time of placement, and posttested at the time of their withdrawal. Test scores along with other relevant data were reported for purposes of evaluation. All of the SCR teachers regularly contacted parents of their pupils to inform them of their childrens' progress.

Various teaching materials used to implement the SCR program included:

Hoffman Reading System
Learning 100 (EDL)
Creative Reading Attainment System I (Grolier)
Specific Skills Series (Barnell-Loft)
Learning and Games Kit (Lyons and Carnahan)
Words and Phrases - Discovery Reading (Psychotechnics)
Rx Reading Program

Equipment used included cassette recorders, overhead projectors, record players, and filmstrip projectors. Teaching methods such as the Hoffman Reading System incorporated such equipment as viewers, listening centers, and speakers.

Budget

Funds for this program were budgeted in the Corrective Reading program and are not reported separately in this report.

EVALUATION

The Severe Corrective Reading program had objectives which were distinct from the Corrective Reading program. They were:

1. To provide comprehensive diagnostic testing for students with reading and personality problems.
2. To provide extended instructional programs for non-readers with a normal IQ who cannot achieve in group situations or with the usual visual-auditory classroom methods.
3. To enable students with known psychological and/or neurological handicaps to achieve in specialized programs.

Participation statistics are shown in Table 02.1A.

Results of the testing are shown in Table 02.2A.

All three teachers commented and emphasized that with these pupils one must use a combination audio-visual program. This seems to be the key. The traditional classroom and Corrective Reading program rely more on the visual approach.

Two teachers believed the program was accomplishing what the traditional Corrective Reading could not.

One teacher felt the Special Reading Teacher at the building level could have accomplished the same results as she (the SCR teacher) did. It should be noted that this teacher was not located in the Community Education Center with the others and had the use of only the Hoffman System. She believed that these pupils need various methods to maintain their full attention.

All three teachers believed that had it not been for their efforts in communicating to the building personnel about the program's existence, it would not have been done adequately.

Two teachers believed the cooperation from building personnel was very good. One teacher believed it was very bad.

All three teachers stated taxi service was not suitable as a mode of transportation - too much time was taken up because drivers were not always there when they were supposed to be.

02.04A

TABLE 02.1A

SEX, RACE, AND GRADE OF PUPILS PARTICIPATING IN THE TITLE I SEVERE CORRECTIVE READING PROGRAM 1972-73

Grade Level	Sex		Race*					Total
	Male	Female	1	2	3	4	5	
4	19	7	10		15		1	26
5	10	6	3		10	3		16
6	11	6	4		13			17
7	15	5	2		16	2		20
8	10	3	7		5	1		13
9	3				3			3
Total	68	27	26		62	6	1	95
	71.6	28.4	27.4		65.3	6.3	1.1	

*1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE 02.2A

MONTHLY GAINS OF PUPILS IN SEVERE CORRECTIVE READING PROGRAM, 1972-73

		Vocabulary				Comprehension		
		Months gain per month of Instruction				Months gain per month of Instruction		
Grade	Number	1+	.5-.9	<.5	Number	1+	.5-.9	<.5
4	21	15	2	4	20	7	6	7
5	15	8	1	6	14	10		4
6	15	9	2	4	14	9	1	4
7	5	4		1	4	4		
8	3	1		2	3	2		1
9	1	1			1	1		
Total	60	38	5	17	56	33	7	16
Percent		63.3	8.3	28.3		58.9	12.5	28.6

Approximately 60 percent of the pupils in the program made gains of more than one month for each month of instruction. In a two month period, many pupils gained two to four grade levels.

RECOMMENDATIONS

For the beginning year of operation this program appears to have done quite well. There were problems of communications and transportation of pupils to the SCR centers. Reliance on commercial taxi service proved to be almost totally unsatisfactory. The leased vehicle arrangement with a hired driver was much more reliable. Objectives appeared to have been met and the program is recommended for another year's continuation.

03.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE ART THERAPY AND ART INSTRUCTION PROGRAM

1972-73

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
Sally Baird, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1973

ART THERAPY AND ART INSTRUCTION, 1972-73

SUMMARY

A special art program was provided for pupils in three Title I elementary schools. Three special art teachers served one school each. The program served those pupils who needed individual attention in coping with the school environment. It was believed that art therapy sessions with numerous art media could be the vehicle for establishing better school relationships. Therapy classes were small ranging from one pupil to a maximum of eight. Pupils were free to choose the type of art project they desired. The program during the 1972-73 academic year was essentially identical to that which existed during the 1971-72 academic year, the exception being that it served only three Title I elementary schools.

ACTIVITY CONTEXT

During the last two years the Title I art program has emphasized art as a therapy, or vehicle for changing behavior. The art therapist-art teacher concept has replaced the art consultant concept which was in use during prior years. The program has given pupils with school adjustment difficulties an opportunity to work in a non-threatening atmosphere with the art teacher providing individual attention and direction.

PROGRAM DESCRIPTION

Scope

During the 1972-73 academic year, the art therapy program was conducted in three Title I elementary schools. It served a total of 273 pupils, kindergarten through sixth grade.

The main goal of art therapy was to help poorly adjusted pupils cope with the school environment in socially acceptable ways via non-verbal media.

Personnel

Three special art teachers were assigned to the program.

Procedures

The three schools served by the program were Irving, Park and Rogers. A special room was designated for art activities in each school. Pupils were usually referred to art therapy by the classroom teacher. When attending a session pupils were free to work in whatever media he or she wished with the art teacher giving attention and/or guidance when deemed appropriate. The art teacher and classroom teacher exchanged information frequently concerning each pupil's progress. Improvement in school coping behavior was determined by reports from the classroom teacher and anecdotal records kept by the art teacher.

The following list of materials and processes illustrate the wide range of art activities employed:

Materials

- acrylic paint
- beads
- bristol board
- burlap
- charcoal
- clay
- crayons
- crepe paper
- felt
- glue, paste
- ink
- jute
- liquid plastic
- liquid resin
- mat board
- nails
- paint
- plaster
- reed
- resin crystals
- shellac
- tempera
- thread
- tissue paper
- water color
- wax
- wire
- wood
- yarn

Processes

- batiking
- beading
- brush painting
- burlap hooking
- burlap sewing
- candle making
- clay molding
- collage
- coloring
- decoupage
- drawing
- finger painting
- jewelry making
- macrame knotting
- montage
- paper mache
- plastic sculpture
- plaster casting
- printing
- sand casting
- slab sculpture
- slide making
- weaving
- wire sculpture
- wood carving
- wood working

Budget

Instructional Salaries	$30,485
Art Supplies	2,400
	$32,885

Based on the participation of 273 pupils in art therapy, the per pupil cost amounted to $120.46.

EVALUATION

The main thrust of this program was the provision for an art therapy program which served in a supportive role for pupils in Title I instructional programs, mainly corrective reading. Pupil participation statistics are shown in Table 03.1.

TABLE 03.1

PUPIL PARTICIPATION STATISTICS IN ART THERAPY, 1972-73

	Sex		Race*						
Grade	M	F	1	2	3	4	5	Total	Number Sessions
Sixth	12	16	16		8	4		28	345
Fifth	9	10	8		5	6		19	320
Fourth	22	11	24		1	5	3	33	821
Third	27	29	37		8	8	3	56	1,180
Second	36	29	42	1	16	4	2	65	1,305
First	37	26	47	1	10	3	2	63	1,141
Kdg	5	4	7		2			9	48
Total	148	125	181	2	50	30	10	273	5,160
Percent**	54.2	45.8	66.3	1.0	18.3	11.0	3.7		

*1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian.
**Percents are rounded

Pupils participated an average of 19 times in the art therapy sessions during the year.

RECOMMENDATIONS

While it is felt that art therapy serves an important role with certain types of pupils with learning difficulties the recommendation must be made to discontinue the program under Title I funding in order to adhere to current guidelines.

04.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE PRIMARY MATHEMATICS PROJECT

1972-73

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1973

PRIMARY MATHEMATICS PROJECT, 1972-73

SUMMARY

The Primary Mathematics Project was begun as an approach to the teaching of mathematics through an approach which placed little emphasis on printed materials. In three years it has grown from one school to 12 schools, from six classes to 62 classes and from one aide to 12 aides. Summer workshops have been conducted each summer to train teachers in the use and construction of high interest teaching materials, and in the philosophy and methods of the program. Considerable interest has been generated in regional and national mathematics conferences relative to the program.

Each pupil's progress is recorded on individual skill sheets. Mastery of basic skills is documented through specific recording techniques and pupils may be recycled through the program at appropriate entry points to reinforce or develop required concepts necessary for further advancement.

End of year progress was measured by group results on locally developed readiness tests for kindergarten or locally developed achievement tests for the first and second grades. Objectives were set at a score of 60 with a gain of 15 points for kindergarten, a score of 80 with a gain of 35 points for first grade, and a score of 80 with a 25 point gain for second grade. Posttest results showed that a high proportion of pupils made the point gains from pretest to posttest. Mean attainment of the desired posttest scores was not reached.

It was concluded that the specific point value objective may have been too difficult. A recommendation was made to continue the program but to include in future measurements the progress shown on standardized tests by pupils who had been in the program a full three years.

PROGRAM DESCRIPTION

Scope

The Primary Mathematics Project consisted of two phases, development and implementation. The development phase began in January, 1970 and was completed at the end of the 1970-71 school year. 1972-73 is the second year of the implemental phases. The main objective of the program was to implement a mathematics program in grades K-2 which had a low dependence on reading ability. Title I schools included in this year's project were:

Funston	(1)	Lincoln	(1)	Rogers	(2)
Ingalls	(2)	MacArthur	(2)	Waco	(1)
Irving	(2)	Mueller	(3)	Washington	(1)
Kellogg	(2)	Park	(1)	Wells	(1)

Numbers following the schools name indicate the number years of participation in the Primary Math program.

Personnel

The personnel of this project who were paid directly from Title I sources were the mathematics specialist who coordinated and directed the program; three mathematics consultants, one for each grade K-2; and twelve instructional aides. The 62 classroom teachers who participated were locally funded.

Duties of the math consultants were to:

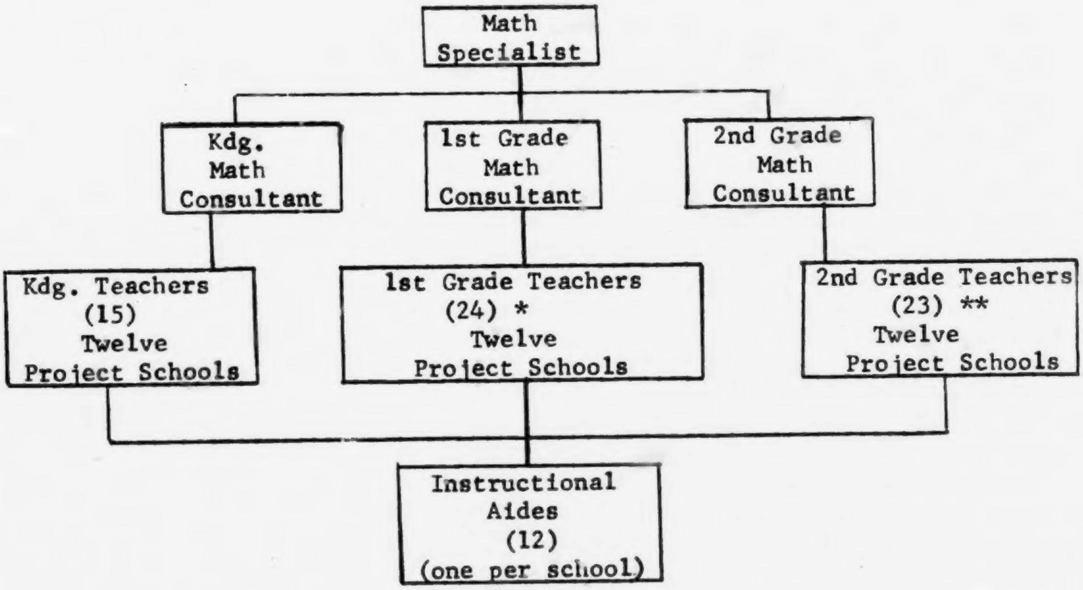
1. provide classroom demonstrations.
2. make classroom observations.
3. assist in evaluation of pupil concept development.
4. assist the classroom teacher to tailor a math program for implementation in her room.
5. provide release time for the classroom teacher to confer with the math specialist.
6. hold inservice meetings with project teachers.
7. assist with summer workshops.
8. conduct inservice training sessions for non-project teachers.
9. assist in project revision as needed.

One instructional aide was assigned to each of the twelve project schools to assist with clerical details, producing instructional materials, and monitoring mathematics activities in the project classrooms. Aides also worked with individual children or small groups of children in the mathematics laboratory.

04.03

ORGANIZATIONAL STRUCTURE OF PRIMARY MATHEMATICS PROJECT
1972-73

SECOND YEAR OF IMPLEMENTATION PHASE


Math Specialist
Kdg. Math Consultant
1st Grade Math Consultant
2nd Grade Math Consultant
Kdg. Teachers (15) Twelve Project Schools
1st Grade Teachers (24) * Twelve Project Schools
2nd Grade Teachers (23) ** Twelve Project Schools
Instructional Aides (12) (one per school)

* Includes 3 first and second grade combinations
** Includes 1 second and third grade combination

Procedures

The following is quoted from the Mathematics Specialist's project proposal:

> The planned duration of this project is for the school year 1972-73. Instructional leadership needed for successful implementation will be the responsibility of the Mathematics Specialist and the three math consultants. The Math Specialist and consultants will conduct workshops for the teachers new to the project preceeding the 1972-73 school year. Two workshops are planned for the summer months preceeding the 1972-73 school year. The first workshop is in July for three weeks in the afternoons. The second workshop is in August for two weeks in the mornings. It is hoped that from these workshops, the teachers will become familiar with the structure of the Primary Math Project (pre-test, skill sheets, teaching strategies, readiness tests, etc.) and develop a sensitivity

for the project which is necessary for its successful implementation. The salaries of the teachers involved in the Primary Math Project are paid by the local Board of Education. Workshops will be held during the school year to give teachers an opportunity to share common concerns about the implementation of the project. They will also be given an opportunity to construct visual aids needed for the project. The specialist and consultants will work closely with all the teachers in the project to make sure the teaching strategies from the handbook are understood and used. They will also assist the teachers in keeping their skill sheets up to date. Demonstration lessons will be given at appropriate times by the specialist and consultants.

Workshops and inservice sessions will be held in buildings other than those in the project in an effort to disseminate information and ideas to other schools. Teachers from the 1971-72 program can be used to help demonstrate teaching strategies used in the 1971-72 Primary Mathematics Project. The Specialist will use the Educational Services Building as his base of operation. The consultants will use Mueller as their base of operation.

The instructional aides hired for the 1971-72 Primary Math Project will be retained at their respective schools. They have a thorough knowledge of the philosophy of the project and will be a great asset in the implementation of the project in new classrooms.

Six additional aides will be hired to help implement the program. The aides will work with the teachers in the project schools. The aides will assist the teachers in the project schools in the following ways: Construction of visual aids needed in the project; assist in the evaluation of each child; work with children in the math lab, and serve as a source of communication between teachers, math specialist and consultants.

The aides will be given a one week workshop preceeding the 1972-73 school year. During this workshop the aides will be instructed as to their roles in the program. They will also construct various games and manipulative aids for use in their math labs.

The Coordinator of Primary Education and Director of Elementary Education for the Wichita Public Schools will act as advisors to the Specialist until the completion of the project. Consultant help from University sources will be acquired at appropriate intervals to assist in workshops and areas of recognized need.

Budget

Budgeted direct costs of this project were as follows:

Salaries			
Math Specialist	(1)	$14,287	
Math Consultants	(3)	27,210	
Instructional Aides	(12)	32,754	$74,251
Training Stipends			
Aide training stipends	(12)	660	
Project teachers training stipends	(60)	1,800	2,460
Supplies			2,000
Other			
Auto allowance and travel (Math Specialist and Consultants)		2,500	
Consultant Service		400	
Equipment		1,000	3,900
Total			$82,611

Based on the number of pupil participants, 582 , the per pupil cost was $141.94.

EVALUATION

Three performance objectives were selected for evaluation as follows:

1. Kindergarten primary math project pupils will demonstrate an increase in mathematics readiness as shown by their responses pretest and posttest to an orally administered achievement test. The number and percent who score 50 or more on posttest of a possible 60 points and also make a growth of 15 points will be reported.

2. First grade primary mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition and subtraction as shown by their responses pretest and posttest to a 100-point locally developed achievement test. The number and percent who score 80 or more on posttest and also make a growth of 35 points will be reported.

3. Second grade primary mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition, subtraction, and multiplication as shown by their responses pretest and posttest to a 100-point locally developed achievement test. The number and percent who score 80 or more and also make a growth of 25 points will be reported.

Pretest and posttest results for each grade level are shown in Tables 04.1, 04.2, and 04.3. Participation statistics are shown in Table 04.4. While 582 pupils participated in the program, pretest and posttest results were available for 459 pupils. Pupils selected were those most in need as determined by screening tests.

At the kindergarten level the desired objective was a 15 point gain and a final score of 60 or greater on the mathematics readiness test. The mean gain for all schools participating was 19.8. Eighty-four of 163 pupils or 51.5 percent reached the desired objective. Another 33.1 percent made the 15 point gain but did not exceed 60 on the posttest.

For the first grade the goal was a 35 point gain and a final score of 80 or more. The mean gain was 44.2 with 54 or 41.2 percent of the 131 pupils making both the required gain and exceeding the posttest goal. An additional 36 percent made the 35 point gain but not the 80 on posttest.

The second grade goal was a posttest score of 80 with a gain of 25 points. The mean gain for the group was 36 with 78 or 47.3 percent of the pupils making the goal. Another 31.5 percent made the necessary gain but not the 80 on posttest.

Each grade on the average exceeded the required gain but failed to meet the required posttest mean score. Perhaps it may be unrealistic to expect a level of performance which would require additional gains of 16 points for kindergarten and first grade pupils for the posttest results to be above the goal especially since these pupils are from the bottom one-third of their class groups. Since the second grade nearly met both parts of the objective maturity may be an important factor.

TABLE 04.1

TITLE I
PRIMARY MATHEMATICS
KINDERGARTEN
1972-73

School	N	Pretest	Posttest	Gain	Number Posttest Scores ≥ 50 with 15 point gain	Percent
		$\bar{X}$	$\bar{Y}$			
Funston	15	23.7	43.8	20.1	6	40.0
Ingalls	23	29.2	50.3	21.1	15	65.2
Irving	18	25.2	53.6	28.4	16	88.9
Kellogg	8	24.0	48.3	24.3	4	50.0
Lincoln	11	24.4	52.7	28.3	10	90.9
MacArthur	10	19.8	35.1	15.3	1	10.0
Mueller	23	23.6	48.5	24.9	9	39.1
Park	7	24.4	52.6	28.2	5	71.4
Rogers	15	20.9	47.1	26.2	4	26.7
Waco	13	19.9	50.2	30.3	8	61.5
Washington	8	26.3	49.0	22.7	5	62.5
Wells	12	26.4	41.1	14.7	1	8.3
Total	163	24.2	44.0	19.8	84	51.5

TABLE 04.2

TITLE I
PRIMARY MATHEMATICS
FIRST GRADE
1972-73

School	N	Pretest $\overline{X}$	Posttest $\overline{Y}$	Gain	Number Posttest Scores ≥ 80 with 35 point gain	Percent
Funston	4	32.5	82.0	49.5	3	75.0
Ingalls	25	42.2	80.0	37.8	15	60.0
Irving	9	34.4	72.6	38.2	3	33.3
Kellogg	8	29.4	86.0	56.6	6	75.0
Lincoln	11	28.1	78.1	50.0	5	45.5
MacArthur	12	25.0	69.4	44.4	3	25.0
Mueller	22	29.6	72.8	43.2	7	31.8
Park	2	24.5	84.5	60.0	2	100.0
Rogers	14	20.0	67.9	47.9	3	21.4
Waco	9	26.3	67.9	41.6	2	22.2
Washington	6	21.8	58.5	36.7	0	0
Wells	9	25.0	73.3	48.3	5	55.6
Total	131	29.9	74.1	44.2	54	41.2

TABLE 04.3

TITLE I
PRIMARY MATHEMATICS
SECOND GRADE
1972-73

School	N	Pretest $\overline{X}$	Posttest $\overline{Y}$	Gain	Number Posttest Scores ≥ 80 with 25 point gain	Percent
Funston	18	44.5	82.8	38.3	14	77.8
Ingalls	21	54.8	79.2	24.4	7	33.3
Irving	14	34.0	70.6	36.6	4	28.6
Kellogg	6	48.3	77.3	29.0	4	66.7
Lincoln	8	35.0	83.9	48.9	6	75.0
MacArthur	11	33.8	85.1	51.3	8	72.7
Mueller	31	41.5	76.6	35.1	16	51.6
Park	7	40.6	80.1	39.5	5	71.4
Rogers	16	33.4	70.9	37.5	6	37.5
Waco	17	42.4	71.4	29.0	3	17.6
Washington	6	34.8	64.5	29.7	2	33.3
Wells	10	43.9	74.1	30.2	3	30.0
Total	165	40.2	76.5	36.3	[illegible]	[illegible]

TABLE 04.4

TITLE I
PRIMARY MATHEMATICS PROJECT
PARTICIPATION STATISTICS
1972-73

	Sex		Race**					
Grade	Male	Female	1	2	3	4	5	Total
Kindergarten	119	83	126	3	60	13		202
First	93	90	105		73	3	2	183
Second	103	94	116	1	70	9	1	197
Total								
Number	315	267	347	4	203	25	3	582
Percent	54.1	45.9	59.6	0.7	34.9	4.3	0.5	

* Percents are rounded
** 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

RECOMMENDATIONS

In view of the enthusiastic response this program receives from school personnel, it is believed it would be unwise to judge it solely on the basis of test results. While objectives as stated were only partially achieved it may be that, as previously stated, the objectives were too strenuous. Continued accumulation of data over an extended time period may help to answer this question.

The program is recommended for continuation in Title I schools with appropriate action taken to assess standardized mathematics test results of pupils who have been in the program three years.

05.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
KEYBOARD MUSIC INSTRUCTION
PROGRAM

1972-73

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1973

KEYBOARD MUSIC INSTRUCTION PROGRAM, 1972-73

SUMMARY

The Keyboard Music program was conducted for the seventh consecutive year in Title I target schools. The program served pupils in four grade levels, third through sixth. A total of 652 pupils received piano keyboard instruction. Two teachers, in the program since its beginning, taught 28 half-hour classes per week. The main goal of the program was to provide pupils with some keyboard experience which probably would not be available to them in other ways. In May, a randomly selected group of pupils was given three tests over basic music fundamentals and was evaluated for playing ability.

On the music symbols test about 40 percent of the pupils scored greater than the goal of 70 percent correct responses. On the key identification test over 90 percent scored better than the 65 percent goal.

The program was not recommended for continuation under Title I funding.

ACTIVITY CONTEXT

The Keyboard Music Instruction Program in the Wichita Public Schools has supplied a new dimension to the existing music program. It was felt that a keyboard experience would be beneficial to those children in disadvantaged areas where a strong musical background, for the most part, was not evident. Since these disadvantaged children, to a large degree, depend on additional stimuli other than words, and they express themselves more readily when reacting to things they can see and do, it was thought that a "live" keyboard would be the tool which might help them better understand melodic movement and chord structure which the child can hear with his ears, see with his eyes, and feel with his fingers.

In past years it was discovered that class size was a factor determining whether or not pupils could benefit from such a program. Pupils appeared to do better in smaller groups. Therefore, even though each mobile van was equipped with twenty-four pianos, each class was limited to sixteen pupils. This allowed for more individualized instruction.

PROGRAM DESCRIPTION

Scope

The Keyboard Music program was designed to provide a vehicle for the teaching of the fundamentals of music via the piano keyboard to the pupils of selected Title I schools. A total of 652 pupils in grades three, four, five, six, and special education participated in the program.

Personnel

Two piano teachers were assigned to this program. Both have been with the program since its inception in 1966.

Provedures

This report covers the school year of 1972-73. Four of the schools served were the same as in 1971-72. Two specially equipped mobile vans were utilized to house the individual piano keyboards, the instructor's console, and associated electronics. Permanently installed storage closets, retractible screen, and overhead projector rounded out the equipment used in the program. In order to reduce the number of movements of the van; the following schedule for 1972-73 was utilized:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Van I	Washington	Longfellow	Longfellow	Irving	Washington
Van II	Mac Arthur	Rogers	Rogers	Lincoln *Our Lady of Guadalupe	Mac Arthur

*Parochial pupils walked to Lincoln for classes.

The Plant Facilities department was responsible for maintaining the movement of the vans on schedule. Pupils of Washington, Longfellow, MacArthur, and Rogers received two 30 minute instruction periods per week. Pupils of the remaining schools received one 30 minute period weekly. The pupils of Our Lady of Guadalupe walked to Lincoln for their classes. Schools which had not previously had Keyboard Music had to be equipped with level gravel parking pads and heavy duty electric hook-up connections.

Because of an unusually wet winter the van could not be pulled onto the Longfellow parking pad for a period of 12 or more weeks. Instruction was maintained on a curtailed basis with a single keyboard set up in the school music room.

Budget

The budget for Keyboard Music Instruction consists of:

Salaries - 2 teachers	$22,095
TOTAL	$22,095

Based on the total number of pupils enrolled in keyboard music, the cost per pupil was $33.89.

EVALUATION

The main goal of Keyboard Music Instruction was to provide pupils with experiences on the piano keyboard. These were mainly children who would not get this kind of opportunity without the experience being provided at school.

Specific behavioral objectives selected for evaluation are stated below. Because of the high degree of specialization in this program, high reliance was placed upon teacher evaluation as to the accomplishments of class participants.

Objective 1: Pupils participating in keyboard music instruction will acquire a knowledge of the symbols of music as shown by a score of at least 70% on a locally prepared music symbol test administered in the spring.

Objective 2: Pupils participating in keyboard music instruction will acquire a knowledge of the visual pattern of the piano keyboard as measured by their ability to correctly identify notes on a keyboard with a 65% accuracy rate.

Objective 3: Pupils participating in keyboard music instruction will be able to demonstrate to the teacher an ability to play musical pieces which indicate an improvement in melodic, rhythmic, and harmonic concepts and which would earn a "B" rating.

Table 05.1 shows the composition of Keyboard Music participants by grade levels.

TABLE 05.1

SEX AND RACE COMPOSITION OF KEYBOARD MUSIC PARTICIPANTS BY GRADE LEVEL 1972-73

	Sex		Race*					
Grade	M	F	1	2	3	4	5	Total
Third	103	125	183	2	28	11	4	228
Fourth	81	74	127		18	8	2	155
Fifth	84	68	116	1	23	10	2	152
Sixth	65	52	85	2	21	7	2	117
Total	333	319	511	5	90	36	10	652
Percent	51.1	48.9	78.4	0.8	13.8	5.5	1.5	

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

The greater portion of keyboard enrollment is composed of third and fourth grade pupils. Boy to girl ratios are approximately equal and racial compositions for majority and minority groups are about in proportion to the school population as a whole.

Pupils were randomly selected for evaluation on three measures, Music Symbols Test, Key Selection Test, and improvement of playing ability. These tests were administered by the music teacher. Results are shown in Tables 05.2, 05.3, and 05.4. Pupils' responses to the music symbols test yielded a mean correct response rate of from 60.8% for grade 3 to 92.4% for grade 6. Forty-one percent of all pupils scored better than the goal of 70%. On the piano key selection or identification test 90.8% of all the pupils identified correctly more than 65% of the keys. Pupils' playing ability was judged to be at 3.1 which is the equivilant of a "B" grade.

TABLE 05.2

COMPARATIVE RESULTS OF RANDOMLY SELECTED
PUPILS' RESPONSES TO MUSIC SYMBOLS TEST

(Possible Score=25)

Grade	Number Taking Test	Mean Score	Mean (%)	Range of Scores	70% Correct Responses No.	70% Correct Responses %
Third	25	15.2	60.8	10-25	6	24.0
Fourth	18	18.1	72.4	11-25	7	38.9
Fifth	15	17.7	70.8	10-25	7	46.7
Sixth	7	23.1	92.4	18-25	7	100.0
Total	65	17.4	69.7	10-25	27	41.5

TABLE 05.3

COMPARATIVE RESULTS OF RANDOMLY SELECTED PUPILS'
RESPONSES TO PIANO KEY SELECTION TEST

(Possible Score=10)

Grade	Number Taking Test	Mean Score	Mean (%)	Range of Scores	65% Correct Responses No.	65% Correct Responses %
Third	25	8.5	85.0	6-10	20	80.0
Fourth	18	9.1	91.0	7-10	18	100.0
Fifth	15	9.0	90.0	7-10	15	100.0
Sixth	7	8.3	83.0	2-10	6	85.7
Total	65	8.8	88.0	2-10	59	90.8

TABLE 05.4

COMPARATIVE EVALUATION OF PUPILS PIANO PLAYING ABILITY

(Possible Score=4.0)*

Grade	Number Evaluated	Mean	Range
Third	25	3.0	2-4
Fourth	18	3.1	1-4
Fifth	15	3.3	2-4
Sixth	7	3.3	1-4
Total	65	3.1	1-4

*Letter Grade Conversion 4=A, 3=B, 2=C, 1=D, 0=F

RECOMMENDATIONS

If this program is to be continued it is recommended that it be done with local funding. Current federal guidelines emphasize the necessity of selecting pupils for Title I programs who have demonstrated needs in the basic skills areas of reading and mathematics. This program is not recommended for continuation under Title I.

06.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE NEGLECTED CHILDREN'S INSTITUTIONAL PROGRAM

1972-73

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1973

NEGLECTED CHILDREN'S PROGRAMS, 1972-73

SUMMARY

Three local homes for neglected children participated in this project for the 1972-73 school year. Different approaches were used in the various homes. Two homes, Wichita Children's Home and Phyllis Wheatley Children's Home, emphasized instruction of a recreational, tutorial, or remedial nature. Maude Carpenter Children's Home had only a physical education program. The homes with a Washington approved case load of 88 children, served a total of 139 children in the separate components throughout the year. Pupil turnover caused by placement in foster homes accounted for the larger figure. Many children participated in more than one of the activities offered, corrective reading, mathematics, arts and crafts, music, and physical education. The program was recommended for continuation to provide institutional children with additional reinforcement in the basic skills area.

ACTIVITY CONTEXT

Children living in an institutional setting may not experience some of the close family relationships found in the average home and hence, may not enjoy some of the satisfactions of having a parent express an interest in the child's school experience. It was felt by Title I project directors that some kind of compensatory effort needed to be directed toward the residential homes for neglected children. Conferences with institutional directors established the kinds of programs most desired.

For the school year 1966-67 Title I funds were made available to provide enrichment opportunities for neglected pupils in music, art, and physical education. The program was continued the next two years and expanded with the addition of corrective reading instruction and counseling services. Mathematics instruction was also added for 1968-69. 1969-70 saw the addition of arts, crafts, and home economics to the enriched offerings. The offerings for 1970-71, 1971-72 and 1972-73 were supplemented with a physical education component.

PROGRAM DESCRIPTION

Scope

A total of 139 children were involved in all of the different components of the Neglected Children's Program. The main goal of the program was to provide the children with additional tutorial instruction in reading and mathematics as well as some of the recreational activities sometimes missed by institutionalized children.

Personnel

A. Coordinator of Neglected Children's Programs

The position of coordinator was created for the school year of 1969-70 in order to provide for a more coordinated functioning of the Neglected Children's program. Duties of this position included the following:

1. To act as a liaison person between teachers, institutional directors, and central administration;
2. To group, enroll, or dismiss pupils from classes;
3. To develop class schedules;
4. To supervise teachers;
5. To check on supply items;
6. To conduct conferences with the public school teacher of institutional children on specific problems;
7. To give individual help when needed;
8. To provide automobile on field trips;
9. To make recommendations for fall and summer institutional programs;
10. To maintain discipline.

During the four school years this position has been filled, one person has held the job.

B. Teachers

Ten classroom teachers were employed for the Neglected Children's Programs. Instructional activities were for two or four hours per week, depending on the subject. Summer session courses were two hours daily. All of the teachers were employed by the local school district in regular instructional positions. The teaching duties performed in the Neglected Program were, in most cases, similar to the teacher's regular day assignment.

Procedures

This report covers the school year of 1972-73 and Summer 1973, during which time the Neglected Children's program was being conducted in the homes for neglected children. Three local community agencies were involved in the project. Two of the agencies, Wichita Children's Home and Phyllis Wheatley Children's Home, received instructional and tutorial services while the third, Maude Carpenter Children's Home, received physical education only. Instructional schedules were as follows:

Wichita Children's Home

Corrective Reading	6-8 p.m.	MW	4 hours/week
Mathematics	6-8 p.m.	MW	4 hours/week
Music	6-8 p.m.	T	2 hours/week
Arts and Crafts	6-8 p.m.	T	2 hours/week
Physical Education	1-4 p.m.	Sat.	3 hours/week

Maude Carpenter Children's Home

Physical Education	6-8 p.m.	TTh	4 hours/week

Phyllis Wheatley Children's Home

Corrective Reading (2 classes)	6-8 p.m.	TW	8 hours/week
Mathematics	6-8 p.m.	MW	4 hours/week
Arts and Crafts	6-8 p.m.	Th.	2 hours/week
Physical Education	1-5 p.m.	Sat.	4 hours/week

During the summer session reading classes were conducted two hours daily for six weeks. Courses in mathematics were planned but no teacher was available.

Budget

Part time Instructors	(10)	$ 10905
Coordinator (1)		2237
Teaching Supplies		1375
Preservice training		125
Staff training		3500
Summer School		2900
Mileage for coordinator		216
Total		$ 21258

Based on the Washington approved case load of 88 children for the three institutions combined, the average per pupil expenditure amounts to $241.57.

EVALUATION

Programs for neglected children were planned to provide an additional input into the range of experience of institutionalized children. Emphasis was given to the strengthening of basic academic skills. The objective was stated as follows:

> Children residing in institutions for neglected children will improve their basic skills knowledge in academic areas (reading and mathematics) as shown by improvement on teacher rating scales.

Participation statistics in the various program components are shown in Table 06.1.

Data provided by the corrective reading teachers are shown in Tables 06.2 and 06.3. The very small N for most grade levels makes meaningful interpretation difficult. For that reason, these data should be viewed as showing trends only. Gains ranged from 4 to 15 months during instruction and appear to have surpassed one month's gain for each month of instruction.

TABLE 06.1

PARTICIPATION STATISTICS FOR NEGLECTED CHILDREN'S PROGRAMS 1972-73

	Sex		Race *					
Grade	M	F	1	2	3	4	5	Total
Nursery	1		1					1
PK	13	6	18		1			19
K	7	6	11		2			13
1	6	2	7		1			8
2	3	2	4		1			5
3	5	7	7		5			12
4	7	4	9		2			11
5	3	8	8		3			11
6	2	3	4		1			5
7	4	4	6		2			8
8	7	5	9		3			12
9	10	8	15		2	1		18
10	3	6	5		4			9
11	1	4	4		1			5
12		1			1			1
NI**	1		1					1
Total	73 52.5	66 47.5	109 78.4		29 20.9	1 0.7		139

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

** Grade level not indicated

TABLE 06.2

COMPARISON OF INSTRUCTIONAL READING GRADE LEVELS
NEGLECTED CHILDREN'S PROGRAMS
WICHITA CHILDREN'S HOME
1972-73

Grade	N	Mean Entry Instructional Reading Grade Level	Mean Exit Instructional Reading Grade Level	Mean Gain (Loss) in Months	Mean Number of Months in Program
2	4	1.7	2.6	9	5.5
3	13	2.5	3.9	14	3.2
4	9	3.5	4.3	8	4.2
5	7*	4.0	5.5	15	5.1
6	5	5.5	6.5	10	4.3
7,8,9	5	5.4	5.8	4	1.3

* Includes one EMH pupil

TABLE 06.3

COMPARISON OF INSTRUCTIONAL READING GRADE LEVELS NEGLECTED CHILDREN'S PROGRAMS PHYLLIS WHEATLEY CHILDREN'S HOME 1972-73

Grade	N	Mean Entry Instructional Reading Grade Level	Mean Exit Instructional Reading Grade Level	Mean Gain (Loss) in Months	Mean Number of Months in Program
2	3	1.1	1.7	6	NA*
3	1	3.0	4.0	10	3.9
4	3	1.7	2.7	10	6.3
5	7	2.8	3.4	8	5.0
6	2	4.5	6.0	15	NA
7	4	5.3	6.5	12	5.6
8	10	4.9	5.6	7	5.5
9	4	5.0	5.5	5	7.0
10	3	6.3	6.7	4	NA
11	1	7.0	8.0	10	9.0

* NA - Data not available

TABLE 06.4

COMPARISON OF MATHEMATICS GRADE LEVELS
NEGLECTED CHILDREN'S PROGRAMS
PHYLLIS WHEATLEY CHILDREN'S HOME
1972-73

Grade	N	Mean Entry Grade	Mean Exit Grade	Mean Gain (Loss) in Months	Mean Number Months in Program
2	1	1.0	1.0	0	NA
3	-	-	-	-	-
4	1	3.0	4.0	10	6.0
5	6	2.7	3.0	3	4.0
6	-	-	-	-	-
7	1	3.0	3.0	0	9.0
8	6	4.2	5.0	8	4.6
9	4	5.0	5.8	8	8.5
10	2	6.5	7.5	10	NA
11	1	7.0	8.0	10	9.0

A similar situation existed in the mathematics program where there were small N's at each grade level. Gains ranged from 0 to 10 months during instruction as shown in Table 06.4.

Data for the mathematics program at Wichita Children's Home were submitted in a different form. Of 43 pupils reported in grades one to six, 18.6 percent were described as "not in program long enough to evaluate", 9.3 percent were rated as "poor" progress, 37.2 percent were rated as "fair" progress, 18.6 percent were rated as "good" progress, 14.0 percent were rated as "excellent' progress, and 2.3 percent (one pupil) was rated as "outstanding" progress.

A six weeks summer corrective reading program was conducted during the regular summer school period. Classes met two hours daily. From these classes a random sample of six pupils was pretested and posttested using the Botel Reading Test-Word Recognition and Word Opposites subtests.

On the word recognition test which is a measure of vocabulary the random group showed no gain in grade level in the month between tests. However, there was an average net gain of 3.7 raw score points.

Four pupils had pretest and posttest results on the Word Opposites test which is a measure of comprehension. In the one month between tests there was no recorded grade level gain but a mean gain of 2.8 raw score points.

RECOMMENDATIONS

Based on the objective measurements obtained it would appear that achievement gains in the reading portion of the program were moderate. With the very small number of pupils who had both pretest and posttest scores for most grade levels, no accurate conclusions about pupil progress can be made. Institutional directors were pleased with most parts of the program and expressed positive opinions about its merits. Because of the range of grade levels and pupil turnover they felt that the main emphasis should be on tutorial type instruction. They felt it was highly desirable to use the same teachers from one year to another to maintain continuity.

The program is recommended for continuation, with major emphasis on the upgrading of the basic skills in reading and mathematics.

07.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
BUSINESS EDUCATION FOR
DELINQUENT CHILDREN PROJECT
1972-73

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1973

BUSINESS EDUCATION FOR DELINQUENT CHILDREN PROJECT, 1972-73

SUMMARY

The Business Education for Delinquent Children Project was designed to provide for a continuity of business course instruction for those pupils detained at Lake Afton. Instruction was provided by one business teacher. Throughout the year 57 pupils participated in the program. Their average length of enrichment was 39 days. It was determined that the program met its objectives, however, in order to conform to current federal guidelines, the program was not recommended for continuation in its present form. It needs to be altered to speak to the needs of children in the basic instructional areas of reading or mathematics.

ACTIVITY CONTEXT

During 1972-73 the site of this program was Lake Afton Boys School, a resident detention facility administered by the Sedgwick County Juvenile Court. Educational programs operated within the boys school are administered by the Department of Special Education of the Wichita Public Schools. Some Title I programs were started during the summer of 1967 for institutional residents. Girls who were residents of Friendly Gables were also included in the Title I programs. Friendly Gables was closed in February 1972 and since that time the total Title I delinquent institutional input has been directed toward Lake Afton.

It had been found that many pupils who were transferred from a regular high school to the delinquent institution had to drop courses such as typing and business mathematics and were unable to make up the lost work when they were returned to their regular junior or senior high school. During the academic year of 1967-68, a business education teacher was provided by Title I funds on a half-time basis for each detention home to help pupils keep up in business education courses already started before being assigned to the detention homes. The program was dropped for the 1968-69 school year for lack of funds but has been in operation every year since. With the closing of Friendly Gables, the teacher was assigned full time to Lake Afton.

PROGRAM DESCRIPTION

Scope

Pupils served by this program were those who were adjudged delinquent by the Juvenile Court and subsequently assigned to Lake Afton Boys School. The main purpose of this part of the Title I program was to provide an opportunity whereby boys assigned to the resident home could continue enrollment in business education courses.

Procedure

This report covers the academic year of 1972-73. Small group instruction methods were utilized since the total class enrollment at any one time seldom exceeded six pupils. The instructor had available eight typewriters, one calculator, and one adding machine. Instruction was given in Typing I and in Business Mathematics. Tutorial instruction was also given in Business Survey, Bookkeeping, Current Business Events, and Typing II which had one pupil each enrolled.

Budget

The 1972-73 budget for this program included the following items:

Instructor salary	(1)	$10,458
Teaching supplies		300
Mileage		736
Total		$11,494

Based on the number of pupils enrolled the per pupil cost was $201.65.

EVALUATION

The main purpose of this segment of the Title I services directed toward delinquent pupils was to help continue the pupils' education in business courses which had begun at the home school. Since business education courses are elective in the secondary schools, the entire delinquent residential population is not involved in this program.

Objective 1: Delinquent boys assigned to the delinquent institution will be provided with the opportunity to continue their business education courses as shown by the employment and assignment of a business education teacher.

Objective 2: Delinquent institutional pupils in business education classes will earn at least a "C" grade as shown by record submitted by the business education teacher.

Table 07.1 shows participation data for the program.

Length of enrollment averaged 39 days for all grades combined which is a decrease from 48 days for the previous school year. The number of days enrolled ranged from 3 to 108.

Thirty-one pupils were enrolled in Typing I. At the end of the year or at the time of their release, 11 had grades of B, 18 had grades of C, one had a D, and one was not graded. Of the 16 pupils enrolled in business mathematics, 3 had B grades, 11 had C grades, one had a D, and one was not graded.

Twenty-four pupils were still enrolled at Lake Afton at the end of school. Fourteen had returned to their original schools. The remainder

TABLE 07.1

RACE AND LENGTH OF ENROLLMENT BY GRADE IN BUSINESS EDUCATION FOR DELINQUENT CHILDREN 1972-73

Grade	Race* 1	2	3	4	5	Not Recorded	Total	Average Number days Enrolled**
Seventh	1						1	74
Eighth	4		2	1			7	71.4
Ninth	18		7	3			28	43.2
Tenth	13		4		2	1	20	24.3
Eleventh	1						1	70
Total	37		13	4	2	1	57	39.1
Percent	64.9		22.8	7.0	3.5	1.8	100.0	

---

* Race 1=White 2=Oriental 3=Black 4=Mex.Am. 5=Am. Ind.

** Number days enrolled not available for two pupils of the 57 had transferred or terminated as follows:

Runaway	5
Moved out of town or State	4
Kansas Childrens Receiving Home	3
Boys Industrial School	3
County jail	2
Unknown	2

RECOMMENDATIONS

Current federal guidelines specify that Title I funds must be expended upon the most educationally deficient children. While the Business Education aspect of this program has served a worthwhile purpose, it is believed that the thrust of the Title I Delinquent program should be directed more toward improvement of pupils' basic skills, namely reading or mathematics. Steps need to be taken to establish screening procedures whereby basic test program results are available to the project director so that pupils may be selected for instruction based upon documented learner needs.

08.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
PRESCHOOL PROGRAM
1972-73

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
Gerald Riley, Research Specialist

Research and Evaluation Services Division

August, 1973

08.01

PRESCHOOL, 1972-73

SUMMARY

A total of 227 pupils were involved in this Title I preschool program. One hundred nineteen were four-year-olds and 108 were three-year-olds. The objective of 85 percent of the pupils in the program one year would score at the 50th percentile or above as measured by the Preschool Inventory was achieved. Home visits by teachers totaled 217. Fifty meetings were held for parents of three-year-olds and eleven meetings for parents of four-year-olds. Emphasis was placed on parental involvement in the program for three-year-olds. The objectives of this parent involvement component were met.

ACTIVITY CONTEXT

Title I preschool programs began in Wichita during the 1969-70 school year. Sixteen pupils who were on the Head Start waiting list were in this first group. The program was expanded in 1970-71 to include two classes of approximately 20 pupils each. The present program organizational format was initiated in 1971-72 and included 111 children.

PROGRAM DESCRIPTION

Scope

A total of 227 pupils were involved in this preschool program. The program for three-year-olds included 108 participants. The program for four-year-olds included 119. These totals represent all pupils who were enrolled at some time during the year.

The program included six classes for four-year-olds, six classes for three-year-olds, and one class for emotionally disturbed children. Classes were one-half day, five days per week, except two classes for three-year-olds met two days per week.

The emphases in this program were on language readiness skill, development of positive self concept, and physical coordination.

Personnel

The personnel involved in the program included the following:

one program director (part-time)
two full-time teachers of four-year-olds
two half-time teachers of four-year-olds
two full-time teachers of three-year-olds
one full-time teacher of the emotionally disturbed

one full-time social worker
one full-time parent coordinator (three-year-olds)
one nurse (one day per week)
one counselor (one-half day per week)
one speech therapist (.8 position)
one baby sitter (part-time for parent meetings)
one secretary
four full-time instructional aides
two half-time instructional aides
one custodian (.5 position)

Procedures

This report covers the activities of the school year 1972-73. The major portion of the program was located at the Early Childhood Education Center operated by the Wichita Public Schools. Two classes of four-year-olds were held at two neighborhood elementary schools (one class each).

The main classroom activities included individual interaction with materials, small group activities and sequential activities. The activities were designed to further social adjustment, cognitive development, physical coordination, and language development.

Some of the areas covered during the year were self concept, shapes and colors, health and hygiene, numbers, and the five senses. Many of the activities were structured around seasons of the year and holidays.

Pupils in the room for the emotionally disturbed were placed there from the regular classes. All were returned to regular classes at some time during the year. All parents of pupils in the class for emotionally disturbed received assistance with home management of the child.

A number of field trips were taken by each class. Those taken by four-year-olds included:

Fire stations
City park
Circus
Department store
Aircraft fixed-base operation
Shopping center
Zoo
Farm
Dental hygiene school

The trips by three-year-olds included walks to a city park, walks around the neighborhood (observing signs of spring), a walk to a nearby apartment house, and a trip to the teacher's home.

The pupils were provided hot lunches. Efforts to provide families some assistance with clothing and household needs were coordinated through the program and provided by contributions from local business firms and civic groups.

Teachers visited in the homes of pupils many times during the year. The teachers of three-year-olds had released time to make home visits.

A total of 217 home visits were made. Teachers of four-year-olds made a total of 80 home visits during the year. Teachers of three-year-olds made a total of 126 visits. Eleven home visits were made by the teacher of the emotionally disturbed. The average time of home visitations was approximately 35 minutes.

Some of the major reasons for home visits include the following:

- Child had attendance problem
- Child had problem at school
- Explanation of school program to parents
- Health and/or clothing needs
- Transportation problem
- Teacher wanted to become acquainted with family
- Check enrollment
- Discuss child's progress

Meetings for parents were held throughout the school year. In addition to the meetings, parents were encouraged to carry out home activities that would aid in their child's development. Field trips were also provided parents so they would be more aware of community resources.

Budget

A budget of $61,584 was allocated for the program for four-year-olds and $43,406 for the program for three-year-olds. The total budget was $104,990. The per pupil cost for four-year-olds was $517.51, for three-year-olds, $401.91, and the overall per pupil cost was $462.51.

EVALUATION

The specific objectives selected for evaluation were:

- To increase cognitive skills including development of pre-mathematics concepts of position, number and time.
- To develop discrimination skills in color, shape, categorization, function, physical properties and sensory discrimination.

The above objectives were measured by the Cooperative Preschool Inventory, by Bettye M. Caldwell, Revised Edition, 1970, published by Educational Testing Service. The stated performance level objective was 85 percent of the pupils in the program one year would score at the 50th percentile or above.

An additional objective was to gain parental involvement in the program for three-year-olds. This objective was to be measured by responses to a questionnaire and attendance at meetings planned for parents. The performance level of this objective was stated as 75 percent positive responses to selected questions on the questionnaire and 50 percent of the parents would attend at least nine meetings during the year.

The number of participants by sex and race are given in the following tables.

TABLE 08.1
SEX AND RACE OF THREE-YEAR-OLDS

RACE	1	2	3	4	5	TOTAL
Male	19	-	24	3	-	46
Female	7	-	47	6	2	62
Total	26	-	71	9	2	108
Percent	24%	-	66%	8%	2%	

TABLE 08.2
SEX AND RACE OF FOUR-YEAR-OLDS

RACE	1	2	3	4	5	TOTAL
Male	20	-	28	2	-	50
Female	28	-	26	13	2	69
Total	48	-	54	15	2	119
Percent	40%	-	45%	13%	2%	

TABLE 08.3
SEX AND RACE TOTALS FOR ALL GROUPS

RACE	1	2	3	4	5	TOTAL
Male	39	-	52	5	-	96
Female	35	-	73	19	4	131
Total	74	-	125	24	4	227
Percent	33%	-	55%	11%	2%	

RACE KEY:
1. Caucasian
2. Oriental
3. Negro
4. Mexican-American
5. American Indian

Attendance data for the three-year-olds and four-year-olds programs are given in the following tables. (Data are not available for two of the six four-year-olds classes.)

TABLE 08.4
ATTENDANCE DATA FOR THREE-YEAR-OLDS

	A.D.M.	A.D.A.	% ATTENDANCE
a.m. 5 days per week	33.2	25.6	77
M/W p.m.	25.3	19.0	75
T/Th p.m.	26.7	20.4	76

TABLE 08.5
ATTENDANCE DATA FOR FOUR-YEAR-OLDS

	A.D.M.	A.D.A.	% ATTENDANCE
a.m. 5 days per week	31.7	23.8	75
p.m. 5 days per week	35.1	28.4	81
Total	66.9	52.2	78

The Preschool Inventory (PSI) was given as a pretest in the fall of 1972 and as a posttest in the spring of 1973.

Psychometrists hired by the Research Division administered the PSI to individual pupils in the fall of 1972. In the majority of cases, the spring, 1973, posttest was given by the classroom teachers. The teachers were given orientation and training by a psychometrist temporarily employed by the Research Division. In addition, two psychometrists were employed to assist in the posttesting effort.

The results for 81 three-year-olds tested spring, 1973, were the 86th percentile based on national norms. The 73 four-year-olds who took the spring test scored at the 87th percentile.

The results of the pretest and posttest for three and four-year-olds who were in the program all year are given in Table 08.6.

TABLE 08.6
RESULTS OF THE PRESCHOOL INVENTORY FOR THREE AND FOUR-YEAR-OLDS

	NATIONAL PERCENTILES		
	PRETEST FALL, 1972	POSTTEST SPRING, 1973	z SCORE GAIN
Four-year-olds a.m. N=23	57	91	1.1
Four-year-olds p.m. N=36	35	89	1.6
Total Four-year-olds N=59	41	89	1.4
Three-year-olds a.m. N=25	25	94	2.3
Three-year-olds p.m. N=29 (two days per week)	17	81	1.7
Total Three-year-olds N=54	21	88	2.0

Percentile scores are not on a linear scale; therefore, numerical percentile values cannot be subtracted to determine relative gains. Percentiles were converted to z scores (standard deviation units), then subtracted to give a true indication of relative gains.

The results shown in Table 08.6 indicate that both three-year-olds and four-year-olds made substantial gains. Greater gains were made by the afternoon four-year-olds. As would be expected, greater gains were made by the three-year-olds attending five days per week than those made by the group which attended two days per week.

Eighty-eight percent of the three-year-olds who were in the program one year scored at the 50th percentile or above on the Preschool Inventory.

Ninety-seven percent of the four-year-olds in the program at least one year scored at the 50th percentile or above on the Preschool Inventory.

The objective of 85 percent of the pupils in the program one year would score at the 50th percentile or above was met.

Parent participation was an important component of this program with emphasis placed on the program for three-year-olds.

In addition to the previously mentioned 126 home visits by teachers of three-year-olds, a total of 50 meetings were held for parents of three-year-olds. These included some repeated meetings so parents of both morning and afternoon groups could be included. Twenty-seven separate topics were covered in these meetings. Some of the subjects included early childhood education, nutrition, health, and child behavior. Workshops were held on educational toys, educational books, and art. The average attendance at these meetings was 12. The range of attendance was four to 33.

A questionnaire was submitted to a sample of ten parents of three-year-olds. A copy of the questionnaire is included in the appendix of this report.

A summary of the responses indicates that all ten parents attended meetings during the year. The number of meetings attended ranged from three to 30. The average number attended was 15. Seven attended more than nine meetings, two attended fewer than nine, and one did not indicate number attended.

Nine of the ten parents felt that the meetings had been interesting and useful. One indicated they were "most of the time".

The factors which prevented their attending meetings were transportation, illness, babysitting, and other obligations. Transportation was listed as a factor eight times. Most parents had multiple responses to this question.

Nine parents indicated they had tried ideas at home which were learned in parent meetings. Seven of these had tried guidance ideas and six had tried new ideas in food and cooking. Four said the ideas worked well, one said "partly", one said "ok", and four didn't respond to the question.

Eight parents responded "yes" to the question, "Did you get acquainted with other parents?" Two answered "some".

All ten parents indicated they had received help from the parent coordinator or nurse or psychologist.

All indicated that someone from school had visited them.

The ten parents felt their children had enjoyed the preschool program.

All ten parents said they understood the "why" of the classroom activities and understood what the program was trying to accomplish.

In response to the question "what particular thing do you think he (child) has learned so far", the items mentioned most frequently were colors, sharing, learned to talk better, self-reliance, counting, made progress in overcoming shyness, learned how to catch the bus, and to cross streets.

The results of this questionnaire indicate that the objectives of the parent component were met. More than 50 percent (70 percent) of the parents in the sample attended nine or more meetings. The questions of an evaluative nature on the questionnaire all exceeded the stated performance objective of 75 percent positive responses. On question number four, "Have you tried out some of the ideas present at parent meetings at home? Have they worked out well? Guidance methods? New foods or cooking?", the response to the general question was 90 percent positive. The responses to the sub-questions, however, were 60 percent, 70 percent, and 60 percent, respectively.

The evaluated objectives of this program were met.

RECOMMENDATIONS

Appropriate logs should be devised so that periodic, systematic reporting of parent involvement can be accomplished. A method of evaluation of each meeting by parents would be desirable.

This program appears to meet a need for early childhood education. The results of data indicate that it has been successful; therefore, it would merit continuation.

APPENDIX 08

08-A1

LITTLE CHILD DEVELOPMENT CENTER
Wichita Public Schools
1613 N. Piatt
Wichita, Kansas 67214

PARENTS' FEEDBACK - TITLE I PRE-KINDERGARTEN

1. Did you attend any of the Parent meetings?
2. Have the parent programs been interesting and useful to you?
3. What problems kept you from attending all of the programs?
4. Have you tried out some of the ideas presented at parent meetings at home?

   Have they worked out well? Guidance methods? New foods or cooking?
5. Did you get acquainted with the other parents?
6. Has someone from the school visited you in your home?
7. Has the parent coordinator or nurse or psychologist helped you?
8. Do you think your child has enjoyed the program?
9. Do you understand the reasons for the different classroom activities (if not, which ones do you wonder about?) Do you know what the teachers are trying to help the children learn?
10. What particular thing do you think he has learned so far?

Thank you for sharing your ideas with us! They will help us in our efforts to plan the program so that it meets your needs and those of your child.

09.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
FAMILY SOCIAL SERVICE
PROGRAM
1972-73

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1973

09.01

FAMILY SOCIAL SERVICES, 1972-73

SUMMARY

The Family Social Services program as it now operates represents an evolutionary development from its beginning in 1967-68 as an attendance aide function with eight aides. The program now has twelve social service workers. A major portion of the worker's time is spent in home calls and direct contacts with the parents or with community agencies. This provides a service which other school personnel are unable to give on such an expanded scale.

The social workers received referrals on approximately 2500 pupils during the school year. Records were kept to show the extent of use of community agencies. The program was recommended for continuation.

ACTIVITY CONTEXT

School absenteeism is often not a simple matter of illness or truancy, but rather a symptom of problems common to many disadvantaged communities. After Title I funds became available, it was felt that workers who were not strongly identified with the public schools would have a good chance of going into the community and establishing communications with the families of children with chronically poor school attendance patterns. For the school year 1967-68, eight attendance aides were selected to work with the most severe attendance problems in the 24 target area elementary, eight junior high, and six senior high schools. Based on first year findings, the program was expanded to twelve attendance aides for 1968-69. The progress continued for 1969-70 with twelve workers and an added emphasis on the social service function. Three more workers were added for 1970-71. For the 1971-72 school year, the name of the activity was changed to "Family Social Services." While the number of workers funded by Title I was reduced to thirteen, the local educational agency provided for all but one of the workers at both the junior and senior high school levels. In addition, at mid-year six extra positions were established at the elementary school level which were staffed by personnel employed under the Emergency Employment Act (EEA). During the 1972-73 school year, twelve social worker positions were authorized.

PROGRAM DESCRIPTION

Scope

Approximately 2500 pupils were served by this program. Because of continued integration plans, these pupils were in attendance in most of the 82 elementary schools. The major thrust of the program was to establish improved communications between school personnel and parents in areas of major concern.

Personnel

Twelve social workers were funded by Title I. The occupational classification structure of the social workers is based upon educational experience and earned credits or degrees. Included are Social Service Worker Aide 3, Social Service Worker Associate 5, Social Worker I, Social Worker II, and Social Worker III in ascending order of educational requirements.

Procedures

The Family Social Services program is a continuous project, spanning the summer months as well as the regular school year. Data reported in this report are from the period of September, 1972 through May, 1973. Each social worker was assigned to a school or cluster of schools all of which contained pupils residing in the target area. In many schools the pupils were transported in from low income areas. Based on past records, assignments were made in schools of the greatest anticipated need. Monthly inservice training meetings were conducted by the Coordinator of Pupil Adjustment.

Social workers received referrals from school personnel, usually the principal or assistant principal who handles attendance matters. Referrals were not made until it became evident that the usual school channels for handling attendance problems would not be satisfactory.

The duties of the aides included establishing contact with parents whom the school was unable to contact otherwise, reporting information regarding individual cases of truancy, reopening or opening lines of communication and developing better relations between parents or pupils and the school, obtaining information about pupils with attendance problems, and obtaining additional information about pupils listed as withdrawn for nonattendance.

The handling of a typical attendance case follows a step-by-step sequence as follows:

1. After school personnel have exhausted all means of determining the cause of or correcting a case of irregular attendance, the pupil is referred to the attendance aide.
2. Upon receiving the referral the attendance aide checks the information such as address, date of birth, and compares name of the pupil with that of the parent (in case of stepparent, remarriage, or guardian with different last name). This information can be checked with the pupil information card which is on file at the school.
3. The aide then fills out the pertinent parts of the Home Contact Report and Chronological Record.
4. Home contact is made and the appropriate person is interviewed (parent, grandparent, guardian, sibling, or pupil in question).
5. The aide completes Home Contact Report and records visit on the Chronological Record.
6. The aide contacts other community agencies if necessary and records findings.
7. When all material has been accumulated that is felt necessary, the aide records planned or suggested solution to the problem as well as stating in specific terms the scope and dimension of the problem.
8. Findings are submitted to the building administrator who decides on the best course of action to rectify the attendance problem.
9. If the aide is relieved of further responsibility, the case is closed.

If the case is to be kept open, a record of all contacts is made on the Chronological Record. Additional reports to the building administrator are made on the follow-up report.

10. Pupils who do not respond to the efforts of the attendance aide or school personnel are referred to the Pupil Adjustment Office in the central administrative offices.

Budget

Social Service Workers (12)	$88,487
Mileage	6,000
TOTAL	$94,487

Based on the estimated number of different pupils served by the program, 2500, the per pupil cost was approximately $37.80.

EVALUATION

The major goal of the Family Social Services and Attendance Program **was to provide a new channel of communication structured primarily to promote and facilitate communications between parents and the schools in areas of mutual concern.**

Objective 1: School personnel will make referrals of pupils to social workers as shown by the log of student referrals.

Objective 2: The social worker/social service worker aide will establish contact with parents, establish communications among parents, students, and school. In addition the social worker will serve as a building resource person. Logs and chronological records will document the attainment of this objective.

According to a compilation of referral records, a total of 2500 referrals were received and worked by the twelve social workers. Because of integration plans and bussing the Title I eligible pupils were scattered among a majority of the city's 82 elementary schools. The program attempted to meet the social service needs of all Title I pupils regardless of their place of school attendance. Consequently many Title I pupil referrals, both instructional and residence, were worked by LEA funded social workers. Referrals to LEA funded social workers are not reported here. Chronological records do not indicate the grade level of pupils. Other category breakdowns were as follows: boys - 53%; girls - 47%; White - 57%; Oriental - .3%; Black - 40%; Mexican American - 3% and American Indian - .7% (all percents rounded). Social workers made a total of about 15,000 contacts or about six contacts per pupil. Agency contacts are listed in Table 09.1.

Fifty-five different agencies were contacted by the social service workers ranging from one contact to 308 per agency. The agency most often mentioned under agency contacts was the Sedgwick County Welfare Department. Absences as a cause for referral accounted for about 19 percent of the referrals which is perhaps reinforcement for the decision to de-emphasize the role of attendance work in this project and concentrate on other social problems.

TABLE 09.1

NUMBER OF CONTACTS WITH COMMUNITY AGENCIES RANKED BY NUMBER OF CONTACTS

Name of Agency		Number of Contacts
Sedgwick County Welfare Department		308
Needlework Guild		223
Other organizations (one contact each or unspecified)		186
Christmas Clearance		91
Passport for Adventure		56
Storefront		56
Operation Holiday		33
Juvenile Court		32
Sedgwick County Health Department		30
Health Department		30
Community Planning Council		20
Guidance Center		18
Churches		18
CAP		15
Head Start		15
Red Cross		11
Salvation Army		10
Big Brother		10
Mental Health		9
Phyllis Wheatley Children's Home		8
Model Cities		8
Operation Clothesline		7
Diagnostic Center		6
Homestart		5
Volunteer Bureau		5
Local Housing Authority		4
Special Education		4
Vets Thrift Shop		4
Medical Services Bureau		4
Wichita Children's Home		3
Protective Services		3
Day Care		3
Boy Scouts		2
CIRS		2
Institute of Logopedics		2
Catholic Social Service		2
VOLT		2
Police Department		1
	TOTAL	1246

09.05

RECOMMENDATIONS

This program provides an additional thrust into one aspect of the problem of lack of educational achievement. It creates a link between home and school thus fostering improved parent participation in the child's progress. The social workers work with parents as well as staff and pupils to bring community agencies in on social problems. Of all staff groups, the social workers are in the best position to do this kind of work.

The dispersion of Title I pupils throughout the system makes it difficult to maintain service to all Title I pupils. The program is recommended for continuation provided service is directed toward pupils in Title I instructional programs and comparability guidelines are met.

10.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF
SUPPLEMENTARY HEALTH SERVICES
1972-73

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1973

SUPPLEMENTARY HEALTH SERVICES, 1972-73

SUMMARY

This program was designed to provide twenty extra days per week of health services in eighteen elementary schools plus one extra day in a preschool program. The equivalent of four full time nurse positions were distributed proportionally according to school enrollment.

Major goals were to provide extra health services through vision and hearing screening, personnel staffing, parental contacts and health education classes. The program reached about 2200 pupils and cost about $18.50 each.

Stated objectives appeared to have been met and thus the program was recommended for continuation.

ACTIVITY CONTEXT

Health service to low income area pupils was perceived as one of the needs in the spring of 1966 by a joint research effort of the Wichita Public Schools, Community Planning Council Research Staff, and the Community Action Program. It was shown that a high correlation existed among low income, low school achievement, and health deficiencies. Planners reasoned that a global approach to the problems of educational deprivation should include a component to assist in the correction of dental and physical deficiencies; hence the concept of providing additional nurses in the target area schools was initiated. From the spring of 1966 when Wichita's first Title I project was fielded through the school year of 1969-70 five additional nurses were added to the health services staff. For 1970-71, there were four nurse positions in the program and in 1971-72 and 1972-73 there were 4.2, the two tenths position being allocated to a preschool program.

The extra health service was apportioned to the target area schools according to total school enrollment. In the spring of 1966 there were 34 target schools, for 1966-67 and 1967-68 there were 24 schools, for 1968-69 there were 22 schools, for 1969-70 the number of schools was reduced to 18, for 1970-71 there were 17 schools, for 1971-72 there were 16 schools and for 1972-73 there were eighteen schools. Service tended to become more concentrated as the number of schools served decreased and more stringent guidelines concerning pupils to be included were adopted.

PROGRAM DESCRIPTION

Scope

Supplemtary health services emphasized health services for 2230 children. Children served were identified by their participation in a Title I instructional program. Eighteen elementary schools were involved with this project.

In addition to the usual school health services available to all children enrolled in the Wichita Public Schools, the additional school nursing time allotted under Title I allowed the nurses assigned to schools with Title I instructional programs to:

1. Do additional vision and hearing screening and have more time for observation of children.
2. Work more closely with other staff members to identify health concerns.
3. Make more parent contacts, including home calls to assist families in obtaining evaluation and/or correction of health concerns.
4. Provide emphasized health education.

Personnel

For 1972-73, the equivalent of 4.2 FTE nurse positions were provided by Title I. Of these, the .2 position was for preschool and the remaining four were for eighteen elementary schools which included all of the Title I schools plus three other schools with high concentrations of bussed-in children. The equivalent of twenty days of extra health services per week was distributed among the eighteen selected schools.

Procedures

The nurses concentrated their additional services on children involved in Title I instructional programs and time was spent in a special screening test for identification and preventative purposes. Additional nurse time helped in the early detection of health problems; assisted families to recognize their children's health needs; helped them make plans for and obtain appropriate professional health evaluation and care. Health appraisal through observation and various screening tests were conducted. Families were notified of deviant health findings. Professional evaluation and correction of deviant health findings was encouraged through parent-nurse conferences which were conducted at school, on home visits or through telephone contacts. Appropriate community health resources were utilized.

Interdepartmental referrals and pupil staffing added to the team approach to help provide the services needed to help children avail themselves fully of their opportunities for education. Health education was used to promote the development of sound health attitudes, knowledge, and practice.

Budget

Nurses (4.2 positions)	$33,797
Health Supplies	100
Consultants	4,900
Health Services	1,500
Mileage	925
Total	$41,222

Based on the total number of pupils served by the program, 2230, the per pupil cost was $18.49.

EVALUATION

Additional health services provided by Title I for the pupils of instructional components of the target area schools fall within two broad, general categories, health education and health services with the major emphasis being upon health services or the service to individual pupils as opposed to group services.

The major objectives of the Supplementary Health Services Program that were chosen for investigation were:

Objective 1: A supplementary health services program will be provided for pupils in Title I instructional components as shown by the allocation of personnel to implement the program.

Objective 2: Nurses assigned to the Supplementary Health Services Program will screen the pupils of the instructional program in the target schools to identify children with health defects. Records will be maintained by the nurses to show which students have observable health defects.

Objective 3: The nurses will institute action to correct known health defects of Title I instructed pupils. This will call for contacts with parents to call their attention to the desirability for early action. Courses of action taken by parents and the amount of success experienced will be determined by follow-up records maintained by the nurses.

Objective 4: The nurses will conduct a health education program for target area pupils of the Title I Instruction program as shown by an examination of nurses' activity logs.

A statistical report of pupil participation in Supplementary Health Service benefits is tabulated in Table 101.

TABLE 10.1

PUPIL PARTICIPANTS IN SUPPLEMENTARY HEALTH SERVICES
BY GRADE, SEX, AND RACE

Grade	Sex		Race*					Total
	Male	Female	1	2	3	4	5	
Preschool			(Not specified)					168
Kindergarten	128	92	145	1	60	14	0	220
First	146	119	162	0	89	12	2	265
Second	252	205	294	4	129	19	11	457
Third	207	207	284	2	89	31	8	414
Fourth	151	118	192	1	55	17	4	269
Fifth	147	117	173	1	66	19	5	264
Sixth	100	73	112	2	44	13	2	173
Totals								
(Number)	1131	931	1362	11	532	125	32	(2062 + 168)
(Percent)**	54.8	45.2	66.1	0.5	25.8	6.1	1.6	

* 1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian
**Percents are based on K-6 total and are rounded.

During the period of October through April the nurses kept logs of health room traffic and health activities. A summarization of these logs by the coordinator of Title I nurses shows the following:

Sample number of Title I children seen in health rooms over the seven month period (not an unduplicated count).

Title I time	B.O.E. time
2064	2515

Sample number of Title I children over a seven month period for whom nurses made home calls: 110

The number of health concerns reported: 277
The number of children involved: 265 (unduplicated)
The number of health concerns receiving professional care: 209
The number of health concerns that did not receive professional care: 56

Professional care not obtained because:

1. Apparent lack of parent concern: 24
2. Not referred: 1
3. Inadequate time since referral: 12
4. Appointment pending: 8
5. Parent treated condition: 1
6. Withdrew from U.S.D. #259: 9
7. Mother ill: 1

CONTACTS RELATING TO REPORTED HEALTH CONCERNS

PARENT:		COMMUNITY AGENCY: *	SCHOOL:	
School Conference	72	McConnell:	Teacher:	280
Home Visits	110	Medical Service Bureau:	Principal:	30
Telephone:	196	Special Education, Diagnostic Center	Counselor:	14
Letter:	91	Child Guidance Center:	Social Worker:	12
		Social Welfare:	Staffing:	8
		Wichtta-Sedgwick County Department of Comm. Health:		

* Number not reported

Health Concerns reported:

Allergies, abnormal glucose tolerance, abnormal growth pattern, adrenogenito syndrome, arthritis, asthma, bleeder, cardiac, convulsive disorder, cyst on clavicle, dental caries, diabetes, earache, emotional, enuresis, enlarged tonsils, emphysema, encopresis, fracture, growth on eyelid, headaches, hearing, hives, hyperactivity, hygiene, impetigo, immunization needs, increased white blood count, learning disability, loss of appetite, orthopedic, obesity, pneumonia, positive tuberculin skin test, poor coordination, rheumatic fever, scalp condition, skin tumor, strep throat, U.R.I., urology, vague complaints, and vision.

TITLE I VISION AND HEARING REPORT 1972-72

Vision screened (Snellen scale):	1838
Referrals (after 2 tests):	88
Received professional care:	67
Hearing screened:	1134
Hearing acuity:	827
Referred after 2 tests:	63
Received professional care:	38

Another element of the Supplementary Health Services program was that of health education in the classrooms. Following is a listing of the lessons presented by grade level and number of classrooms.

TITLE I HEALTH EDUCATION 1972-73

Type of lesson presented	K	1	2	3	4	5	6	Total
Alcohol and drug abuse		1		3	1	4	7	16
Body systems			4	8	6	14	14	46
Health related community services	4	8	15	3	1	1	2	34
Dental	21	34	27	21	17	9	13	142
Disease prevention	12	8	6	15	2	2	5	50
Ecology			1					1
Growth and development	12	2		1	3	23	15	56
Health habits and hygiene	11	11			2	3	1	28
Mental Health				4	3	3	4	14
Nutrition	27	14	12	9	2	2	1	67
Poison prevention	17	19	9	3				48
Safety and first aid	38	39	20	17	2	1	5	122
Senses	12	10	18	11	6	1	3	61

Following is a copy of the report filed by the nurse for preschool activities:

"The Title I nurse served the preschool children in the three-year old and four-year-old programs at Little Early Childhood Center on a part-time basis of one day per week plus extra days during the summer session and the 1972-73 school year.

The nurse interviewed the parent or guardian of each child to obtain a health history, including immunization information.

Written consent was obtained from each parent to provide a health examination and Kansas Certificate of Immunization from their family physician or appropriate community health center.

Children living in the Model Neighborhood Area were referred by the nurse to their Community Service Center for physical examinations and immunizations. Arrangements were made by the nurse for children living outside the Model Neighborhood Area to obtain examinations and immunizations from Child Health Conferences in their areas.

Reports of the health examinations and immunization records are on file in the Health Services Office and will be forwarded to the school in which the child enrolls in Kindergarten. The preschool nurse assisted families in the follow-through of deviant health conditions.

Health education was provided to the children and parents by the preschool nurse. The nurse presented health lessons to the preschool classes and acted as a resource to the classroom teacher. Health education was presented to the parents through group meetings and to the parents individually as contacts were made in the home, school and by telephone.

Emergencies at school were handled in accordance with approved Wichita Public Schools Policies and Procedures.

The preschool children were provided the same school health services as are received by all children enrolled in the Wichita Public Schools, including health appraisal, vision and hearing screening.

A special dental health education and dental services project was provided the preschool children. The nurse obtained permission from the parents of the three and four-year-old children to transport them to the School of Dental Hygiene for x-rays, prophylaxis and topical fluoride application.

The nurse provided dental health instruction to all of the students in the preschool program prior to their visit to the School of Dental Hygiene. This included instruction in proper toothbrushing methods. The preschool teachers cooperated by supervising their classes in toothbrushing activities for approximately two weeks. Toothbrushes and toothpaste were provided by Title I. A simulated dental chair and equipment was set up in the library and all the preschool students were taken on a "pretend visit" to the School of Dental Hygiene. The nurse demonstrated the equipment and the procedures used by the School of Dental Hygiene for examination, prophylaxis, x-ray and topical fluoride application. The classroom teachers then provided their students the opportunity to "role play" the visit to the School of Dental Hygiene.

The nurse assisted the families in follow-up of dental defects. The x-rays taken at the School of Dental Hygiene were sent to the dentist designated by the family. The nurse also assisted some families in obtaining dental care if they indicated they did not have a family dentist.

The classroom teachers have reported that they feel the dental health instruction and visit to the School of Dental Hygiene are a valuable educational experience.

Three-Year-Olds and Four-Year-Olds

Health Education

Parent Meetings - 10
  Topics: Orientation to Health Services
    Dental Health
    Resuscitation

Classroom - 20
  Topics: Dental Health (Toughy Tooth and Tooth Brushing)
    Preparation for Dental Visit

Individual Pupil Contacts - 114

Parent Contacts:
  Home visits - 54
  School Conferences - 234
  Telephone Conferences - 135

Professional Contacts:
  Classroom Teacher - 169
  Teachers' aides - 22
  Social Worker/parent coordinator - 50
  Administrator - 17
  Community Agencies
    Child Health Conferences
    Health Stations
    Public Health Nurses
    Wichita Childrens' Home
    Phyllis Wheatly Childrens' Home
    Institute of Logopedics
    School of Dental Hygiene
    Fire Department
    Department of Social Welfare
    Medical Service Bureau
    Family Physicians
    Family Dentists

10.08

Three-Year-Olds

Enrollment - 96

I. Health Examinations

Number receiving health exam - 78
- Health Station - 23
- Family physician - 36
- Child Health Conference - 19

Number not presenting health exam - 14

Number with normal findings of health exam - 45

Number with deviant findings - 35

List of deviant conditions:
- Enlarged tonsils
- Anemia
- Otitis
- Knock knees
- Nasal congestion
- Asthma
- Orthopedic condition
- Cerebral palsy
- Skin allergy
- Urinary infection
- Heart murmur
- Behavior abnormality
- Abdominal hernia
- Dental caries

Number needing further care - 11

Number receiving care - 10

II. Immunizations

Number presenting KCI - 79

Number not presenting KCI - 13

Number who have had DPT
- 4 or more injections - 50
- 3 or more injections - 16
- less than 3 - 11

Number who have had OPU
- 4 or more doses - 18
- 3 or more doses - 36
- less than 3 - 18

Number who have had
- rubeola - 57
- rubella - 55
- Small pox - 20
- mumps - 9
- TB test - 71

III. Vision Screening

Number screened - 72
Number referred - 4
Number received care - 1

IV. Hearing

Number screened - 75
Number referred - 0

V. Dental Service

Number permission slips - 82
Number prophylaxis - 66
Number x-ray - 59
Number topical fluoride - 57

Results of visual exam by student hygienist:
  Need better brushing - 53
  No apparent defects - 28
  Defects - 36
  Infectious condition - 4
  Improper bite - 18
  Space maintainer needed - 0
  Abnormal condition - 18
    tongue thrust - 16
    enlarged tonsils - 1
    improper swallowing - 1

Four-Year-Olds

Enrollment - 72

I. Health Examinations

Number obtaining health exam - 68
  Health Station - 19
  Family physician - 27
  Child Health Conference - 22

Number not presenting exam - 9

Number with normal findings - 28

Number with deviant findings - 40
  List of deviant conditions:
  Allergies
  Enlarged tonsils
  Urinary condition
  Infected ears
  Anemia
  Dental caries
  Functional heart murmur
  Pigmented mole
  Immature behavior
  Hernia

Nasal congestion
Speech problem
Positive sickle cell test

Number needing further care - 12

Number receiving care - 7

II. Immunizations

Number presenting KCI - 70

Number not presenting KCI - 9

Number who have had DPT
- 4 or more injections - 42
- 3 or less injections - 28

Number who have had OPU
- 4 or more doses - 22
- 3 or less doses - 48

Number who have had
- rubeola - 57
- rubella - 60
- small pox - 27
- mumps - 6
- TB test - 62

III. Vision Screening

Number screened - 6
Number referred - 6
Number received care - 4

IV. Hearing

Number screened - 64
Number referred - 3
Number received care - 3

V. Dental

Number permission slips - 57
Number prophylaxis - 43
Number x-rays - 40
Number topical fluoride - 42

Results of visual exam by student hygienist:
- Better brushing - 35
- No defects - 30
- Defects - 32
- Infectious condition - 2
- Improper bite - 8
- Abnormal condition - 12
  - tongue thrust - 5
  - diastema - 1
  - abnormal swallowing - 4
  - defective feeling - 1
  - gingivitis - 1

RECOMMENDATIONS

The Supplementary Health Services program was well managed with sufficient evidence that the program was carried out as specified in the project proposal. As with other supplementary service programs there is a possibility of spreading the service too thin. Any change should be in the direction of more concentration of service. Based on the reports and the apparent meeting of objectives the program is recommended for continuation.

11.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE SUPPLEMENTARY COUNSELING SERVICES

1972-73

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1973

SUPPLEMENTARY COUNSELING SERVICES, 1972-73

SUMMARY

The 1972-73 Supplementary Counseling Services program was continued for the sixth year. Title I funds provided for the equivalent of four counseling positions which were distributed among the thirteen Title I schools. About 1400 different pupils benefited by these supplementary services at an average cost of $36 per pupil. The main objective of providing a supplementary counseling service, identifying, and helping emotionally disturbed pupils appeared to have been met and a recommendation was made to continue the program.

ACTIVITY CONTEXT

Children residing in economically deprived areas often exhibit a low level of achievement accompanied by frustration, negative attitudes, and behavioral problems. Very early in the history of Wichita's Title I efforts, a counseling supplement was included to help alleviate the problems mentioned above. During the years of 1966-67 and 1967-68, five additional counselors were assigned to the staff. The 150 hours of extra counseling service per week were then apportioned to the 24 Title I target schools. For the following year another counselor was added while the number of designated schools was reduced to 22. In 1969-70, there were four counselors making a total of 120 hours of extra time for the Title I schools. For 1970-71 there were six counselors for Title I but one was assigned in Follow Through schools while another was assigned to the delinquent institutional programs, thus the extra time for target schools remained the same as for 1969-70. For 1971-72, the time of five counselors was assigned to the project. One of these was for delinquent institutions. While the number of counseling positions was reduced by one, the number of schools served was reduced to thirteen with a resultant increased level of service over the previous year. Four counseling positions were available for 1972-73 in the 15 target schools.

PROGRAM DESCRIPTION

Scope

Approximately 1400 pupils in Title I instructional programs of grades kindergarten through sixth received benefits from the supplementary counseling service.

Personnel

A total of four counseling positions were funded by Title I and added to the counseling staff. By reapportionment of assigned time in the project schools, twenty different counselors spent a part of their schedule in the Title I project with a designated portion of their time set aside for Title I instructional pupils.

Procedures

The following excerpts are from the project director's proposal and describes procedures used:

"The counselors and school psychologists will work with a team of other professionals toward a goal of understanding individual pupils needs, behaviors, and abilities in developing and assisting in a program of instruction in the designated areas of achievement. The counselor will also be working individually with pupils in diagnosis and counseling relative to individual learning problems and needs."

Budget

Counselors (4 FTE)	$49,166
Training Stipends	240
Counseling Supplies	100
Mileage	375
Workshop consultant service	100
TOTAL	$49,981

Based on the number of pupils served by this program, the per pupil cost was $36.43.

EVALUATION

The major goal of the supplementary counseling component of the Title I project was to provide psychological and counseling services to students in the designated curriculum areas in target schools over and above that which was available without Title I support.

Objective 1: Supplementary counseling services will be made available as one component of the total Title I project as shown by the allocation of financial resources and by assignment of counseling personnel to the program. The major group of recipients of supplementary counseling will be the pupils enrolled in Title I instructional programs.

Objective 2: Counselors assigned to the project will observe and identify problems and learning disabilities of pupils as shown by activity log sheets.

Objective 3: Counselors will provide for group counseling sessions and group or individual testing as shown by counselor log sheets.

Participation statistics by grade, sex, and race are shown in Table 11.1.

TABLE 11.1

PUPIL PARTICIPATION STATISTICS IN SUPPLEMENTARY COUNSELING SERVICES BY GRADE, SEX, AND RACE 1972-73

Grade	Sex Male	Female	Race* 1	2	3	4	5	Total
Seventh		1			1			1
Sixth	62	43	45		56	4		105
Fifth	74	45	48		63	5	3	119
Fourth	74	42	70	1	36	2	7	116
Third	109	95	119	1	67	10	7	204
Second	146	124	172	1	76	10	11	270
First	125	100	136	1	73	8	7	225
Kindergarten	94	55	108	1	33	7		149
Pre-School	84	99	66		97	17	3	183
Totals								
(Number)	768	604	764	5	502	63	38	1372
(Percent)	56.0	44.0	55.7	.4	36.6	4.6	2.8	

*1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

A total of 1372 pupils were recipients of the counseling program. As shown in Table 11.2 there were 9221 counselor contacts made during the year or an average of 6.7 per pupil. Some pupils were seen by counselors regularly over a period of several months. All of the pupils were participants in Title I instructional programs.

TABLE 11.2

COUNSELOR CONTACTS BY GRADE AND TYPE
1972-73

	TYPE OF CONTACT									
						Parent Contacts				
Grade	Pupil	Administration	Teacher	Nurse	Other	At school	At home	By phone	Community Agency or Professional	Total
Seventh	1	1				1				3
Sixth	308	80	152	21	70	85	12	11	11	750
Fifth	232	80	181	24	52	64	15	11	5	664
Fourth	368	51	272	20	40	53	11	15	2	832
Third	513	100	385	37	62	78	7	17	4	1203
Second	673	133	500	56	135	123	11	31	17	1679
First	1003	140	729	67	93	78	6	17	9	2142
Kindergarten	232	63	184	29	33	58	6	6	5	616
Pre-School	575	22	552	65	41	61	8	2	6	1332
Totals (Number) (Percent)	3905 42.3	670 7.3	2955 32.0	319 3.5	526 5.7	601 6.5	76 0.8	110 1.2	59 0.6	9221

RECOMMENDATIONS

It appears that the team approach is a good plan to use with educationally deprived pupils. Some problems which are brought with the child interfere with the learning process. More effective instruction can result if pupils are helped to overcome their problems. The counselor, in close touch with the parent and home, can act as the catalyst for change. This program is recommended for retention provided that efforts are maintained toward directing the work of the counselors toward these pupils who are in Title I instructional programs and have a demonstrated need for guidance and counseling.

12.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE HORACE MANN STAFF AND CURRICULUM DEVELOPMENT PROJECT

1972-73

Funded by ESEA PL 89-10
Title I
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HORACE MANN STAFF AND CURRICULUM DEVELOPMENT FOLLOW-UP 1972-73

SUMMARY

Follow-up activities were planned as supplements to the summer workshop held for members of the Horace Mann staff. A contract with Mid-Continent Educational Laboratory (McREL) provided for professional consultation and workshops for staff members. Activities were designed to bring about an increased human awareness and consideration for other people. Emphasis was placed on the improvement of pupils' reading skills. The project appears to have been successful in most areas.

ACTIVITY CONTEXT

A Horace Mann staff training component has been a part of the Title I program since the summer of 1970. The projects were designed as an attempt to find solutions to some of the problems of the Horace Mann student body which manifested themselves in low class achievement, lack of homework, indifference to tests, and poor attendance.

A two-week workshop conducted during the summer of 1971 emphasized the following areas: (1) a review of the level of awareness on the part of each staff member concerning individual, adolescent's and parent's hopes, fears, and biases, (2) the fundamentals of teaching a better self-concept, (3) the preparation of relevant lessons, (4) the organization of an experience unit of study, and (5) the development for each department of a curriculum that is centered around self-concepts, relevance, and the modern society. Follow up activities were conducted during the 1971-72 school year. Activities for the 1972-73 year started with a 10-day workshop during August 12-25 followed by academic year activities consisting of video taping and weekly reading skills workshops. This project was provided by a contractual agreement with McRel at a cost of $22,806 for professional consultation, supplies, curriculum materials, and workshop stipends.

The following two report papers were provided by McRel personnel.

THE HORACE MANN PROGRAM
For
STAFF DEVELOPMENT IN HUMAN AWARENESS
And
CURRICULUM DEVELOPMENT

Summer - 1972 and the 1972 - 73 School Year

PURPOSE

The Horace Mann program was designed to promote continued growth in the direction of the faculty's greater self-understanding and understanding of the student population. The program aimed at initiating greater emphasis on individualized instruction and a general up-grading of academic achievement of students through emphasis in the areas of affective teaching and emphasis on the improvement of reading skills. The focus on affective teaching was used so that teachers might be encouraged to respond more authentically to the students in the school situation and thus promote greater student acceptance of the teacher as a helping person. The focus on improvement in reading was used in order to assist the students in acquiring greater skill in one of the critical areas which determine a large measure of success in the conventional school situation. It was believed that this two-dimensional approach to improvement in the school experience of Horace Mann students would be a realistic attempt to improve the chances for realizing optimal growth by Horace Mann students.

SUMMER WORKSHOP

August 12 - 25

Human Awareness

Two days were devoted to a re-statement of the "WE CARE" orientation which has been in effect at Horace Mann Junior High School for the past two years. The faculty engaged in activities which were aimed at increasing their self-perceptions, their openness with one another, and increasing trust of themselves and others in their interactions. A visiting psychiatrist from the Menninger Clinic assisted in these activities.

One day was devoted to a re-examination of personal and professional reactions to minority groups with special attention to the implications of various reactions for the teaching-learning conditions in the school. A visiting sociologist was used for this purpose.

Creative Teaching

One day was devoted to the exploration of several teaching skills. Several concepts were presented and demonstrated and then the faculty was engaged in preparing and teaching mini-lessons using these basic teaching concepts.

Individualizing Instruction

One day was devoted to review and exploration of approaches to individualizing instruction and the development of tentative plans for improving individualization by faculty members.

Evaluating Teaching and Learning

One day was devoted to examining the uses of behavioral objectives as a way of examining teaching effectiveness and learner achievement at the cognitive level.

One-half day was given to looking at the use of behavioral objectives in the affective and psycho-motor domains.

In both cases, teachers formulated objectives appropriate to their teaching responsibilities.

Planning to Begin the School Year

Two half-days were used to promote faculty planning for activities in which to involve students and community people, especially parents, for the purpose of promoting a positive response to the school.

One-half day was devoted to private planning and preparation by individual teachers.

Preparing the Faculty for Initiating the Reading Program of Horace Mann Junior High School

Four half days were used to examine the reading program to be initiated for the school year, 1972-1973. One morning was used to examine the rationale and basic components of the program. One morning was used for examining some of the activities and materials to be used in the program. Two mornings were used to introduce some basic diagnostic and analytical techniques to the faculty. A member of the education faculty at Wichita State University and reading specialists from U.S.D. #259 conducted these activities.

SCHOOL YEAR PROGRAM
1972 - 73

The staff development program at Horace Mann Junior High School during the 1972073 school year involved the two major thrusts of reading improvement and increased human awareness. A third, related element of the program was directed to examination of teaching behavior in the classroom.

Critiquing Classroom Behavior

The McREL Staff worked in Horace Mann Junior High School for five consecutive days preparing, video-taping and critiquing the faculty members in their classrooms. This activity made it possible for the teachers to look at their own teaching behavior, to get suggestions from the McREL Staff and to react to their own teaching performance as well as to the input made by the McREL Staff members.

The Reading Improvement Training Program

This program was conducted on a weekly basis for approximately one hour on Monday afternoons. The first phase involved the exploration of Word Attack Skills; the second phase involved the study of Reading Comprehension Skills; and the third phase involved reading level analysis of printed materials. The placement of the last segment of this program was dictated by availability of the instructional materials - - this phase was planned as the first portion of the reading skills training program.

The Word Attack Skills portion of the training program was designed to aid the secondary level teachers in identifying and improving the Word Attack competencies of the junior high students with whom they work. This portion of the reading program was composed of eight consecutive workshop sessions conducted by the Reading Coordinator of the Wichita Public Schools.

The Reading Comprehension Skills portion of the training program was designed to increase the competency of the school faculty in the diagnosis of comprehension problems and the development of strategies for raising the comprehension level of their students. Teaching techniques were demonstrated and diagnostic instruments were examined. A conceptual framework was developed for a comprehensive approach to reading improvement. This portion of the program was projected to involve eight workshop sessions but because of certain demands of the program, was extended over several additional sessions. These were conducted by a reading specialist from the Wichita Public Schools.

The portion of the training program devoted to the analysis of reading level of printed materials was designed to promote the improvement of the faculty capabilities in choosing materials for students of different reading ability levels. This portion of the reading program was composed of four consecutive workshop sessions conducted by a language arts teacher on the Horace Mann staff.

The sessions during the 1972-1973 school year, other than reading and taping teaching sessions, involved bettering human relations, primarily among staff and between staff and students. The human relations ideas were developed as the year progressed and as reasons for the sessions progressed. The sessions were conducted as a full group and as small groups during the day when teachers would come to the community room during their planning period. At times, Mr. Abbott would conduct a session with the full staff (September, November, February). Other months, Dr. John Valusek made himself available for individual consultation with faculty members concerning problems with individual children.

The McREL staff also provided CUTE teachers in the school both semesters and spent time in the classrooms working with behavioral and learning problems.

Dr. Barbara Keating spent time observing selected classrooms to help the teachers with new or different approaches of teaching elementary material to junior high pupils.

Dr. Larry Bechtold, Director of Curriculum, made the services of the curriculum division available to the staff at Horace Mann. Curriculum specialists were also sent to the school to assist some of the faculty members.

12.08

INTERNAL EVALUATION REPORT

of

Horace Mann Junior High School

WE CARE PROGRAM
1972 - 1973

McREL
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12.09

The McREL staff and the Wichita School System developed a program to strengthen and extend the efforts of the Horace Mann Junior High School faculty toward the continued improvement of cognitive and affective learning for students at the Horace Mann Junior High School.

OBJECTIVES

The specific objectives of this program were as follows:

McREL

1) Will provide instruction to entire Horace Mann faculty in the use of methods for individualized teaching in all classrooms during the 1972 summer workshop.

2) Will provide in-service experiences for Horace Mann faculty to strengthen the implementation of methods of teaching and evaluating during the 1972-1973 school year.

Faculty:

3) Will demonstrate the ability to use designated methods of teaching in their respective areas by the end of the 1972 summer workshop.

4) Will develop descriptions of curriculum-instructional components for the 1972-1973 school year which include specifications of how they will incorporate individualized instruction into their subject matter programs.

Students:

5) Will be involved in an increased number of learning experiences during the school year 1972-1973 as compared with the school year 1971-1972

6) Will show an increase in mean learning level over the previous year by the end of the school year 1972-1973

as measured by the standardized tests (California Reading Test) used in the school.

7) Will increase library usage of reading materials.

PROCEDURES

1. The McREL staff conducted a summer workshop in which methods of individualizing objectives and learning activities were explored.

2. Reading Specialists within the Wichita School organization provided instruction concerning specific problems and prospects in the use of reading instruction at the junior high school level. McREL provided special consultants and instructional materials for these training sessions.

3. The Horace Mann Junior High School faculty was given the opportunity to have instructional episodes observed and/or video-taped for the purpose of critical review by themselves and the McREL staff.

4. During the pre-school workshop the Horace Mann staff was directed to develop descriptions of ways they would individualize instruction for some elements of their program.

5. The students were involved in a Sustained Silent Reading (SSR) program which involved the allocation of a schoolwide reading time each day during the school year. Students were further provided instruction in keeping with instructional plans developed by the teachers during and subsequent to the summer workshop. Specific reading instruction activities were provided to the students by some teachers.

6. The California Achievement Test-Reading was administered to most students at Horace Mann Junior High School during September, 1972, and again in May, 1973, to measure change in reading achievement.

7. An estimate of library usage was made by questioning the librarian concerning students present in the library at various times and teachers' use of library materials in their classrooms. Periodic checks of books checked out were also made.

EVALUATION

1. The McREL staff explored and demonstrated a number of techniques for individualizing instruction. The Horace Mann faculty responded to these activities by extending them in short demonstration episodes.

2. The Reading Skills and Comprehension Program was carried out with a considerable number of the Horace Mann faculty participating. Classroom observations indicated that some teachers were using the newly acquired skills, especially in the area of diagnosing reading problems.

3. Over half of the Horace Mann staff utilized the services of the McREL staff by having instructional episodes video-taped in their classrooms. The teaching behaviors were critiqued by the teachers and McREL personnel cooperatively. Weaknesses and strengths were identified and recommendations made.

4. Strategies for individualization were developed by most teachers during the pre-school workshop. Some new techniques were identified for classroom use and presumably employed.

5. Sustained silent reading was planned as a daily learning experience for all Horace Mann students. At the beginning ten (10) minutes were allocated for silent reading. By the end of the year, about thirty (30) minutes were provided each day for non-directed silent reading. Teachers reported

that through this program a considerable number of "non-readers" became interested in exploratory reading for the first time to the teacher's knowledge.

6. The California Reading Achievement Test was administered to most Horace Mann students in September, 1972, and again in May, 1973. Eighty-eight (88) students did not produce pre and post-test scores because of transfer, chronic absenteeism, placement in Special Education sections or because of an error in the administration of the test instrument. Forty-three (43) other students also did not produce pre and post-test scores. Comparison scores therefore represent about 73% of the total school population.

   Two findings appear to be of major significance:

   1) The ninth grade students showed a modest gain over their reading achievement as compared to their performance in the fall of 1971. At that time, the same group showed only 23% having attained the 50%ile level in reading achievement for incoming eighth grade students, whereas, 31% of the group showed the attainment of the 50%ile level, or 9.9 Reading Grade Placement, in reading achievement in the Spring of 1973.
   2) The students enrolled in the Corrective Reading Program showed the largest gain in reading achievement as compared to those exposed to the Developmental Reading Program or enrolled solely in the regular language arts program. However, some of this gain may be explained by simple statistical regression.

7. Library usage was examined and the librarian and other faculty members were questioned concerning library usage. The following findings were noted:

   1) There was no significant change in numbers of books checked out by students from the library from the beginning to the end of the year.
   2) Teachers tended to use a larger number of library materials in their classrooms for the purpose of supplying varied reading matter for the Sustained Silent Reading Program.
   3) More students were reported by the librarian to be reading while in the library rather than engaging in conversation. This observation was corroborated by a number of teachers.

COMMENT

The full impact of training the Horace Mann Junior High School faculty in teaching techniques for improving reading skills and comprehension does not seem to have yet been realized. These in-service experiences were completed in the Spring of 1973. It should be reasonable to expect that the faculty members who participated in this program should be able to select instructional materials and to develop instructional plans for the 1973-1974 school year which are realistic and oriented toward improvement of learning opportunities through reading. With such planning and the support of appropriate instructional materials, the reading achievement at Horace Mann should show greater gains than have been realized this past year.

The gains which were made in reading achievement, which appear to be greater than could have been expected, might well be attributed to the Sustained Silent Reading program which was implemented to September, 1972. In conjunction with a planned program designed to improve skills and comprehension, the Sustained Silent Reading program should reinforce the skills and comprehension gains and yet produce dramatic results.

RECOMMENDATIONS

1. The Reading specialists should provide continued support to the Horace Mann faculty in order to promote continued interest in and utilization of the skills acquired in the area of reading instruction.

2. The Research Division should provide complete diagnostic profiles based on student performance on the California Reading Achievement Battery to the Horace Mann faculty.

3. The Horace Mann faculty should develop plans for deliberate instruction in reading based on the diagnostic information provided by the California Reading Achievement Battery.

4. Instructional materials appropriate to the reading needs of each student should be made available to teachers in all subject matter areas where appropriate.

5. Comprehensive reading achievement testing should be conducted for the 1973-1974 school year to determine if reading gains are being realized.

6. The Research Division should prepare to score and develop diagnostic profiles for the reading achievement measures taken in the pre-test for the 1973-74 school year in September 1973, so that the Horace Mann faculty may make realistic instructional plans for the remainder of the school year with the help of the Reading Specialists.

7. The Sustained Silent Reading program should be

continued, perhaps with some scheduling modifications, as a means of reinforcing the development of improved reading skills and comprehension.

APPENDIX I

FALL 1972

Grade Placement in Reading	Grade		
	7th	8th	9th
3.0 - 3.9	13 (13)	7 (7)	2 (2)
4.0 - 4.9	15 (28)	14 (21)	8 (10)
5.0 - 5.9	34 (62)	18 (39)	13 (23)
6.0 - 6.9	24 -(86)	29 -(68)	13 (36)
7.0 - 7.9	25 (111)	23 (91)	20 -(56)
8.0 - 8.9	12 (123)	22 (113)	23 (79)
9.0 - 9.9	3 (126)	10 (123)	13 (92)
10.0 - 10.9	7 (133)	3 (126)	7 (99)
11.0 - 12	0	0	9 (108)

APPENDIX 2

SPRING 1973

Grade Placement in Reading	GRADE		
	7th	8th	9th
3.0 - 3.9	3 (3)	3 (3)	0
4.0 - 4.9	10 (13)	5 (8)	4 (4)
5.0 - 5.9	23 (36)	15 (23)	8 (12)
6.0 - 6.9	28 (64)	17 (40)	20 (32)
7.0 - 7.9	33 -(97)	35 -(75)	29 (61)
8.0 -8.9	23 (120)	31 (106)	21 -(82)
9.0 - 9.9	14 (134)	25 (131)	20 (102)
10.0 - 10.9	6 (140)	12 (143)	31 (133)
11.0 - 12.0	1 (141)	2 (145)	7 (140)

In addition to the evaluation material presented by McRel, the Horace Mann staff forwarded pretest and posttest results from the California Reading Test. These results are summarized in Table 12.1.

Normal gains are expected to be one month (.1) for each month of instruction. Approximately eight months (.8) elapse between the times pretests and posttest are administered. Thus it would be reasonable to expect a positive difference of .8 between pretest and posttest. There were three types of instructional groups. The most seriously deficient in reading skills were those pupils enrolled in Corrective Reading and Severe Corrective Reading. They are grouped together in this analysis because of the small number of pupils in Severe Corrective Reading. Pupils in developmental reading are not so deficient and do not stay in the program as long. The remainder of the student body takes instruction in the regular language arts classes. Four of the nine groups gained .8 or more during the school year. Two of these groups were in the Corrective Reading category. Eighth graders of the Developmental and Regular groups did better than the seventh or ninth graders.

RECOMMENDATIONS

It is believed that much of the value of this program does not show up directly in achievement test results. The fact that the pupils most in need of corrective reading help achieved at or near expecting is encouraging. This program has shown the value of greater staff involvement of school faculties. In keeping with one of the original concepts of Title I, that of piloting new projects, it is recommended that other funding sources be found and this program be discontinued as a Title I program.

TABLE 12.1

COMPARISON OF PRETEST AND POSTTEST GRADE SCORE MEANS OF HORACE MANN PUPILS ON CALIFORNIA READING TESTS
1972-73

Grade	Type of Instruction Group												Total			
	Corrective and Severe Corrective Reading				Developmental Reading				Regular Language Arts							
	N	Pre Mean	Post Mean	Gain	N	Pre Mean	Post Mean	Gain	N	Pre Mean	Post Mean	Gain	N	Pre Mean	Post Mean	Gain
Seventh	20	4.2	5.4	1.2	62	6.7	7.4	.7	43	6.7	7.3	.6	125	6.3	7.0	.7
Eighth	25	5.1	5.9	.8	65	7.3	8.2	.9	30	7.2	8.4	1.2	120	6.8	7.8	1.0
Ninth	12	5.4	6.1	.7	71	8.4	8.9	.5	46	8.1	8.7	.6	129	8.0	8.6	.6

SS 01.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE POST KINDERGARTEN PROGRAM

Summer 1973

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
W. E. Turner, Research Specialist
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Research and Evlauation Services Division
Dr. Ralph E. Walker, Director

August, 1973

POST-KINDERGARTEN, SUMMER 1973

SUMMARY

Twelve post kindergarten classes were conducted in nine of the Title I elementary schools. Twelve teachers and one coordinator implemented the program of reading and mathematics readiness activities for a total of 188 pupils. A locally devised pre-posttesting evaluation scale was administered by teachers to a randomly selected group of pupils. Gains were shown in nearly all areas. The program was recommended for continuation.

ACTIVITY CONTEXT

Title I Post Kindergarten was first conducted during the summer of 1967 and has been provided each summer since that time. In previous summers the emphasis has been on providing pupils with additional pre-reading readiness activities prior to entry into first grade. In 1973 mathematics readiness activities were also emphasized in the program.

PROGRAM DESCRIPTION

Scope

The program was planned for a maximum of 195 pupils in 13 classes in 11 of the Title I target schools.

When summer school started there were twelve classes with 188 pupils enrolled during the six week session.

Personnel

The staff of this program consisted of twelve classroom teachers and one program coordinator.

Procedures

This report covers the six-week summer school session. Classes met from 9:00 to 11:00 a.m. each day except July 4. Participating pupils were selected and enrolled by building principals. Pupils were selected on the basis of need from lists prepared by kindergarten teachers.

Prior to the opening of summer school, Post Kindergarten teachers attended two one-half day preservice training sessions conducted by the coordinator and the Director of Primary Education. During these sessions the objectives of the program and teaching procedures were discussed.

Each class participated in one field trip which was selected to supplement classroom learning activities.

Budget

A. Personnel		
Coordinator	1 @ 4 hrs/day x 30 days x $6.25 =	$ 750
Classroom teachers	13 @ 2 hrs/day x 30 days x $6.25 =	4,875
Preservice	14 @ 2½ days @ $10 =	280
		$5,905
B. Teaching Supplies		
	$5.00/ pupil x 195 =	975
C. Other		
Auto allowance and travel (coordinator)	600 mi. @ .09=	54
Pupil transportation - Field trip	(1) per classroom x 13 classes x $25.00 =	325
		$ 379
Total		$7,259

Based on the anticipated pupil enrollment of 195, the budgeted per pupil cost was $37.23. However, the actual enrollment was 188 and the resultant reduction in costs based on twelve classes instead of thirteen made the per pupil cost $36.51. Total actual costs were $6,864.

EVALUATION

Program objectives were as follows:

1. Title I Post Kindergarten pupils enrolled in summer school will increase their readiness for reading as shown by an increase in their correct responses from the first week of summer school to the last week of summer school on a locally developed reading readiness scale.

2. Title I Post Kindergarten pupils enrolled in summer school will increase their readiness for mathematics as shown by an increase in their correct responses from the first week of summer school to the last week of summer school on a locally developed mathematics readiness scale.

Participation and attendance statistics are shown in Table SS 01.1.

Summary results of pre and posttesting are shown in Tables SS 01.2 and SS 01.3.

On the reading readiness portion of the scale pupils made gains on all items except word matching where there was a 6.3 percent regression. The greatest gain was in the recognition of the 15 high frequency words introduced in kindergarten.

On the mathematics readiness test gains ranged from zero to 43.7 percent. There were no regressions.

TABLE SS 01.0

SUMMARY OF PARTICIPATION AND ATTENDANCE STATISTICS
POST KINDERGARTEN TITLE I
SUMMER 1973

Class	Sex		Race *					Total	Mean Days Membership	Mean Days Attendance	Ratio
	M	F	1	2	3	4	5				
1	11	4	13		2			15	27.7	21.6	.7797
2	11	3	*********************					14	28.4	21.9	.7711
3	10	8	7		11			18	27.7	18.6	.6714
4	7	8	7		8			15	27.7	20.7	.7472
5	9	8	17					17	28.8	24.9	.8645
6	10	4	10		2		2	14	28.4	18.6	.6549
7	8	7	4		11			15	27.5	23.3	.8472
8	13	4	13	1	3			17	28.7	24.4	.8501
9	10	5	4		3	7	1	15	28.6	21.5	.7517
10	8	8	8		6	2		16	28.4	20.9	.7359
11	6	9	*********************					15	28.8	24.9	.8645
12	14	3	7	1	9			17	28.6	15.7	.5489
13	------------------------------ No Class --										
Total	117	71						188	28.3	21.4	.7561

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

********** Race not indicated

TABLE SS 01.2

COMPARISON OF PRETEST AND POSTTEST RESULTS ON READING READINESS CHECKLIST (RANDOM SAMPLE N=16) TITLE I POST KINDERGARTEN, SUMMER 1973

Reading Readiness Skill or Concept	Percent Passage on Pretest	Percent Passage on Posttest	Percent Gain (Loss)
1. Recognizes own name when it is printed in a list of names	87.5	93.8	6.3
2. Matches like letters of the alphabet	87.5	93.8	6.3
3. Orally identifies the names of letters of alphabet	43.8	56.3	12.5
4. Identifies the names of eight crayons commonly used in kindergarten	68.8	81.3	12.5
5. Matches two identical words from a list of four words	93.8	87.5	(6.3)
6. Masters fifteen high frequency words presented at the kindergarten level	0	18.8	18.8

TABLE SS 01.3

COMPARISON OF PRETEST AND POSTTEST RESULTS ON MATHEMATICS READINESS CHECKLIST
(RANDOM SAMPLE N=16)
TITLE I POST KINDERGARTEN, SUMMER 1973

Mathematics Readiness Skill or Concept	Percent Passage on Pretest	Percent Passage on Posttest	Percent Gain (Loss)
1. Counts objects to 10	81.3	87.5	6.2
2. Recognizes numerals to 10	62.5	68.8	6.3
3. Identifies geometric figures			
a. triangle	75.0	87.5	12.5
b. square	81.3	81.3	0
c. circle	93.8	93.8	0
4. Recognizes and identifies money			
a. penny	87.5	93.8	6.3
b. nickel	56.3	93.8	37.5
c. dime	68.8	87.5	18.7
5. Uses manipulative objects to show joining sets to five	31.3	75.0	43.7
6. Uses manipulative objects to show separating sets to 5	12.5	25.0	12.5

RECOMMENDATIONS

The goal of this program was to show improvement on concepts which contribute to reading or mathematics readiness. Posttesting demonstrated that the goal had been accomplished on most elements of the evaluation scale. This may help to curb the characteristic regression which usually occurs during the summer months. In future summers consideration should be given to the use of personnel other than the classroom teacher to perform the evaluation testing. The program is recommended for continuation.

SS 02.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
BASIC PRIMARY PROGRAM
SUMMER 1973

Funded by ESEA PL 89-10
Title I
Project 73040

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Research and Evaluation Services Division
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August, 1973

SS 02.01

BASIC PRIMARY, SUMMER 1973

SUMMARY

The Basic Primary program was conducted in eleven Title I schools. The course was designed primarily for first and second grade pupils. A total of 358 pupils participated two hours per day for six weeks. The primary goal of the program was to improve the reading ability of target area pupils.

There were thirty-one teachers and one coordinator for the thirty-two classes. A ratio of about 12 pupils per teacher was maintained. Pupil attendance ratios were about 76 percent.

Pupil progress was evaluated by the results of a randomly selected group on two subtests of the Botel Reading Tests. Results showed positive gains by first grade pupils of 7.9 raw score points (both subtests). Second grade pupils gained 8.0 and 5.9 on the subtests. The program was recommended for continuation.

ACTIVITY CONTEXT

The summer Basic Primary course was first offered during the summer of 1968 and has been offered each succeeding summer.

The Basic Primary course was designed for first and second grade pupils who encountered difficulty in learning to read and needed extended time to develop primary level reading skills. Pupils were given the opportunity to learn fundamental reading skills in smaller groups with more personalized instruction than is possible during the regular school year. "Fun reading" was emphasized and encouraged. The course was designed as a correlated language arts program which included activities in reading, listening, speaking, and writing.

PROGRAM DESCRIPTION

Scope

Three hundred fifty-eight pupils participated in this summer program. These pupils were all from the Title I target area.

The primary goal of the program was to improve the reading ability of the pupils through activities in a correlated language arts program.

Personnel

A program coordinator was employed four hours per day for six weeks. The coordinator's duties included conducting orientation and inservice workshops, distributing supplies as needed, collecting and sharing ideas, and helping individual teachers as requested.

Thirty-one experienced primary education teachers were employed two hours per day for six weeks. The project director, who had overall responsibility for this as well as other summer programs, is the Director of Reading for the Wichita Public Schools.

Procedures

This report covers the two hour per day, six-week summer school session for all Title I Basic Primary classes.

The classes were located in eleven Title I schools, using regular classroom facilities. Four was the maximum number of classes conducted at any one school.

Two inservice meetings were held during the summer program. One meeting was held prior to the beginning of the summer session. The other was held midway through the session. The first meeting was a general organizational session. Supplies and materials were given to teachers at this meeting. The second meeting provided for an exchange of ideas among the teachers and coordinator, a discussion of mutual problems, and a brief explanation of evaluation procedures. The coordinator conducted inservice activities during her classroom visitations by presenting new ideas for various activities and helping teachers exchange successful techniques.

Most teachers used the Summer School Basic Primary (1-2) Curriculum Guide as a basis for their daily activities. The Guide suggests the following daily two-hour correlated language arts schedule:

1. Opening (ten minutes)
    a. Flag salute
    b. Name review
2. Speaking (informal conversation - 20 minutes)
3. Spelling and writing (independent work period - 20 minutes)
    a. Write words on the board that follow the word patterns used in My Word Book.
    b. Illustrate the above words on paper. Copy words below illustration or make a simple sentence using the words.
4. Recess (15 minutes)
5. Quiet time (ten minutes)
    a. Poems or nursery rhymes
    b. Records (stories or music)
    c. Films and filmstrips
6. Reading activities (25 minutes)
    a. Personalized reading
    b. Chart stories
    c. Partner reading
    d. Small group instruction to meet definite needs
        (1) Phonics
        (2) Word and sentence structure
        (3) Sight word drill
        (4) Letter recognition

An alternate plan which some teachers used involved the "Merry-Go-Round" plan. This plan as presented here uses a one-hour time clock, but it could be expanded to any desired time.

1. Opening (five minutes)
2. Reading program (45 minutes)

Based on three reading groups:
Group 1: Reading instructions with the teacher
Group 2: Seatwork activity
Group 3: "Merry-Go-Round"
The groups revolve every 15 minutes.

3. Evaluation and closing (ten minutes)

The basic reading instruction included activities in listening, speaking, and reading.

The "Merry-Go-Round" plan involves the following:

1. Listening Center
Media: tape recorder, record player, and filmstrip viewer
Materials: Dolch word tape, stories on tape
Read-along stories or plays
Filmstrips
Records
2. Independent Reading Activities Center suggested activities:
Link letters
Commercial interlocking puzzles
Word Wheels
Word-O
Peg board utilizing letter cards and pictures
Ideal Magic Cards
3. Surprise Center
May include:
Writing on a chalkboard or on paper
Authors and artists (writing and illustrating own stories)
Flannel board
Manipulative games
Math
4. Library Center
5. Art Center

Most teachers used a combination of the correlated language arts and "Merry-Go-Round" plans in their daily activities.

The pupil-teacher ratio for the Basic Primary program was 12 to one.

Each teacher was given a kit which contained special materials for the summer program. The kit contained the following materials:

Book: Happy Sounds

Games: PICTURE WORD BUILDER - An aid which combines picture and word matching. Thirty-six familiar objects on heavy cards die-cut so only correct word may be inserted to complete the word and picture matching.

PHONETIC QUIZMO - Played like Bingo, develops student's phonetic capabilities. Side one of card has single consonants and vowels, side two has blends.

PICTURE SEQUENCE CARDS - Reading readiness activity, cards are combined in groups of four depicting actions in sequence.

END-IN-E Game - teaches a difficult rule in an interesting way.

PAIRS - A word game to develop a child's memory and ability to concentrate. Contains three sets of cards, matching picture to picture, word to picture and word to rhyming word.

FUN WITH WORDS - (Level 1) A game-like aid to further vocabulary development. Generates interest in word meanings and stimulates rapid vocabulary growth.

Other: Test Sheet
Summer School Basic Primary (1-2) Curriculum Guide

The following materials were available to all elementary school centers and were shared by the Basic Primary and Corrective Reading teachers:

Phonics We Use (Lyons and Carnahan)
(10 separate games to supplement phonics and reading instruction. Each game has directions for using the material to play additional games)

1. Old Itch (initial consonant sounds)
2. Spin-a-sound (initial consonant sounds and symbols)
3. Bingobang (final consonant sounds and symbols)
4. Blends Race (initial consonant blends and symbols)
5. Digraph Whirl (initial consonant digraphs and symbols)
6. Digraph Hopscotch (initial and final consonant digraphs and symbols)
7. Vowel Dominoes (long and short vowels and symbols)
8. Spin hard, spin soft (hard and soft sounds of C and G)
9. Full House
10. Syllable Count

Spelling Learning Games Kit (Lyons and Carnahan)

Kit A Snail Trail (initial consonant sounds)
Sound Hound (final consonant sounds)
Lucky Duck (short vowel sounds)
Patch Match (expand spelling vocabularies)
Scat Cat (sound - symbol)

Kit B Fat Cat (initial and ending consonant sounds)
Spin and Win (short vowel sounds)
Glad Lad (initial and final consonant sounds)
Stick to It (long and short vowel sounds)
Spellit (short and long vowel sounds)

Instant Readers (Holt, Rinehart and Winston)

In addition to these games and books, supplemental and enrichment materials were available at each summer school library. These included:

Dan Frontier Series
Moonbeam Series
Pacesetter in Personal Reading
Curriculum Motivation Series
Reading Caravan Series

Major equipment items frequently used by teachers were: tape recorder, record player, filmstrip projector, and overhead projector.

Budget

A total of $14,114.00 was budgeted for this activity. This included $12,620.00 for personnel salaries, $1,440.00 for supplies, and $54.00 for travel costs of the coordinator. The per pupil cost based on these figures was $39.42. This amount does not include facilities, equipment, maintenance, etc. which are included in regular school year per pupil costs.

EVALUATION

The primary objective of the Basic Primary summer program is the reading improvement of first and second grade students in the target area who show apparent need for more time for the development of basic reading skills. Specific objectives of the program to be evaluated are:

1. Title I pupils enrolled in Basic Primary classes will improve their word recognition skills as shown by comparisons of pretest and posttest means for the Botel Reading Tests-Word Recognition subtest. The posttest mean score will be greater than the pretest mean score.

2. Title I pupils enrolled in Basic Primary classes will improve their reading comprehension skills as shown by comparisons of pretest and posttest means for the Botel Reading Tests-Word Opposites subtest. The posttest mean score will be greater than the pretest mean score.

Pupils recommended for this program were those who were one or more years below grade level in reading and had the ability to profit from the program. Teachers recommended pupils on the basis of instructional level as demonstrated by classroom performance, and cumulative record information such as results of standardized reading tests and intelligence tests. The determining factors for selection were whether a pupil needed help in reading and could reasonably be expected to gain from the summer program.

There were 358 pupils enrolled in this program. Fifty-seven percent (204 pupils) were male and forty-three percent (154 pupils) were female.

The racial composition of the participants was:

Caucasian	52%	(185 pupils)
Negro	41%	(147 pupils)
Mexican American . .	5%	(18 pupils)
American Indian . . .	2%	(6 pupils)
Oriental	1%	(2 pupils)

The grade level distribution was:

Kindergarten	3%	(12 pupils)
First Grade	53%	(188 pupils)
Second Grade	43%	(152 pupils)
Third Grade	1%	(4 pupils)

Attendance figures were reported for all 32 classes and 358 pupils. The average daily attendance for the program was 271 pupils or 8.2 pupils per class. The average number of days attended per pupil was 22. The percent of attendance (total days attended ÷ total possible to attend) was 76 percent.

The Botel Reading Tests were administered pre and post to provide comparative information on pupil progress. Pupils to be evaluated were randomly selected according to procedures developed by the evaluator. Two pupils in each class were selected. Each pupil evaluated was first given the Word Recognition subtest of the Botel. If the pupil succeeded on any of the highest level of the Word Recognition subtest he was subsequently tested with the Word Opposites subtest which is a measure of reading comprehension. Table 02.1 shows the results.

TABLE 02.1

COMPARISON OF PRETEST AND POSTTEST MEANS
BOTEL READING TESTS
TITLE I BASIC PRIMARY
SUMMER 1973

Test	Grade	N	Pretest Mean Raw Score *	Posttest Mean Raw Score *	Gain (Loss)
Word Recognition	1	25	43.6	51.5	7.9
Word Recognition	2	13	103.2	111.2	8.0
Word Opposites	1	9	26.9	34.8	7.9
Word Opposites	2	11	34.9	40.8	5.9

* Possible Score: Word Recognition 160
Word Opposites 100

In each category there was an improvement in mean test results. Test data were not received from six classes in time to include in this report. Table 02.1 represents 26 classes. Since only 38 pupils had both pretest and posttest results it is assumed the other 14 pupils in the sample were absent for the posttesting. Few first grade pupils succeeded on the highest level of Word Recognition test and thus earned scores on the Word Opposites test. Results show that positive gains were made as required by the objective.

SS 02.07

RECOMMENDATIONS

Since relatively few first grade pupils achieve at the upper levels of the Word Recognition Test the use of the Word Opposites Test for evaluation of these pupils may be open to question. However, the pupils who were tested with the Word Opposites Test did exhibit a mean gain. The program appears to have met its objectives and is recommended for continuation another summer if funding is available.

SS 03.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
CORRECTIVE READING
PROGRAM
SUMMER, 1973

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
Gerald R. Riley, Research Specialist
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Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1973

SS 03.01

CORRECTIVE READING, SUMMER 1973

SUMMARY

The primary goal of Corrective Reading is to improve the reading ability of target area pupils. Emphasis is placed on improving skills in word recognition, comprehension, writing, listening, speaking, and spelling. Smaller classes, with more individual attention to pupils, and an informal, relaxed environment are features of these summer classes.

Three hundred sixty-four pupils were enrolled in the program. This is an increase of 73 pupils from the program last summer. To continue the integration plan of the district, a number of target area pupils were bussed to non-Title I centers where they could take Corrective Reading through the Tuition Scholarship program.

Thirty teachers and one coordinator were employed.

The program was recommended for continuation another summer if funding was available.

ACTIVITY CONTEXT

During the summer of 1967, Title I pupils were given tuition grants to attend regular summer school classes in corrective reading. The Title I Corrective Reading program was first offered in the summer of 1968. It has been offered each summer since. Four hundred twenty-five pupils were enrolled in the summer of 1970. Four hundred sixteen pupils were enrolled during the summer of 1971, and 291 were enrolled in the summer of 1972. The program is designed for pupils in grades three through six who are below reading grade level and who can profit from a summer reading course.

PROGRAM DESCRIPTION

Scope

The Corrective Reading program included thirty classes in eleven elementary school summer centers, with 364 pupils enrolled.

The primary goal of the course was to improve the reading ability of pupils in the Title I target area.

Personnel

Thirty teachers, one coordinator, and one project supervisor were assigned to the program. The teachers were employed two hours per day for thirty days. The coordinator was employed four hours per day for thirty days. The project supervisor is the Director of Reading for the Wichita Public Schools. The summer projects are included in his regular contract. All members of the teaching staff are certified elementary school personnel. The coordinator is a reading consultant for the school district during the regular school year.

The coordinator was responsible for supervision of the program. During scheduled, periodic visits to the classes, she distributed needed supplies and materials, collected and shared ideas, and was available for teacher consultation. She also assisted with the two scheduled inservice meetings during the program.

Procedures

This report covers the entire six-week period of the summer program.

The classes were located in eleven separate elementary schools.

Two one-half day training sessions were held for teachers. One session was held before summer school began and one session was held at the midpoint of the summer session. Teachers and the coordinator were paid ten dollars each for each session. The first meeting was a general organizational session. Materials and supplies were given to teachers. The second meeting provided for an exchange of ideas and successful techniques among the teachers and the coordinator; a discussion of mutual problems; and an explanation of the evaluation procedures. In addition to the two inservice meetings, the coordinator assisted individual teachers by giving classroom demonstrations of new ideas or different ways of presenting reading activities.

One of the exceptional values of this program is its inherent flexibility. Smaller classes are the rule with an informal "fun" approach to reading activities.

To give teachers some direction and to suggest a wide range of activities, a curriculum guide was prepared for this program. Included in the Summer School Curriculum Guide, Corrective Reading (3-6) were:

1. Goals of the program
2. Preparations to be made by the summer school teacher
3. Suggested lesson plans for the first three days of school
4. Areas to explore
5. Ideas for different ways to improve skills
6. Ways to get variety in the reading program
7. Criteria for evaluation of the reading program
8. Materials for children to bring
9. Suggested teaching activities
10. Bibliography

The plans for the first three days of the summer session, as suggested in the Guide, were used by most teachers. A brief outline of these plans is given below:

First day:

1. Opening exercises (five minutes)
2. Getting acquainted (ten to 15 minutes)
3. Browsing among books (15 minutes)
4. Playing a reading game (ten minutes)
5. Story time (15 minutes)
6. Recess (15 minutes)
7. Spelling and vocabulary building (15 minutes)
8. Creative writing as a class activity (15 to 20 minutes)
9. Evaluation or sharing time

Second day:

1. Opening exercises (five minutes)
2. Games (15 minutes)
3. Begin informal evaluation of child's reading level (30 minutes)
4. Correlating activities for individuals not being tested
5. Film of filmstrip (20 minutes)
6. Recess (15 minutes)
7. Story time continued (15 minutes)
8. Spelling - continued from previous day (ten minutes)
9. Teacher-pupil sharing or evaluation

Third day:

1. Opening exercises (five minutes)
2. Sharing time (20 minutes)
3. Individualized instruction activities (30 minutes)
4. Recess (15 minutes)
5. Introduce any new material available for summer school use (30 minutes)
6. Spelling and vocabulary building (15 minutes)
7. Dramatization time (ten minutes)
8. Evaluation time (five minutes)

Subsequent days generally followed a combination of the above activities.

Most teachers generally followed the suggestions in the *Guide* with some modifications for their individual classes. Some teachers used the newspaper as a source of reading material and as a medium for discussion.

Each teacher was given a kit which contained special materials for the summer program. The kits contained the following:

Corrective Reading (3-4)
Books: Glad Sounds
New Practice Reader, Book A
McCall-Crabbs Standard Test Lessons in Reading A
Games: Phonetic Quizmo
Crossword Puzzles - Fairy Tales
Quiet Pal
Take
Fun with Words B
Other: Test sheet
Summer School Curriculum Guide (3-6)

Corrective Reading (5-6)
Books: Say and Hear
McCall-Crabbs Standard Test Lessons in Reading B
New Practice Reader, Book B
Games: Password
Afro-American History Poster Cards
Crossword Puzzles - Fairy Tales
Fun with Words C
Other: Test sheet
Summer School Curriculum Guide (3-6)

In addition to the kits for each teacher each summer center was supplied with the following materials to be shared by both Basic Primary and Corrective Reading:

Phonics We Use (Lyons and Carnahan)

(10 separate games to supplement phonics and reading instruction. Each

game has directions for using the material to play additional games.)

1. Old Itch (initial consonant sounds)
2. Spin-a-sound (initial consonant sounds and symbols)
3. Bingobang (final consonant sounds and symbols)
4. Blends Race (initial consonant blends and symbols)
5. Digraph Whirl (initial consonant digraphs and symbols)
6. Digraph Hopscotch (initial and final consonant digraphs and symbols)
7. Vowel Dominoes (long and short vowels and symbols)
8. Spin hard, spin soft (hard and soft sounds of C and G)
9. Full House
10. Syllable Count

Spelling Learning Games Kit (Lyons and Carnahan)

Kit A Snail Trail (initial consonant sounds)
Sound Hound (final consonant sounds)
Lucky Duck (short vowel sounds)
Patch Match (expand spelling vocabularies)
Scat Cat (sound - symbol)

Kit B Fat Cat (initial and ending consonant sounds)
Spin and Win (short vowel sounds)
Glad Lad (initial and final consonant sounds)
Stick to It (long and short vowel sounds)
Spellit (short and long vowel sounds)

Instant Readers (Holt, Rinehart and Winston)

Enrichment readers were available in summer center libraries which could be used by summer classes. Some of these were:

Dan Frontier Series
Moonbeam Series
Pacesetters in Personal Reading
Curriculum Motivation Series
Reading Caravan Series

In addition to these special materials, equipment such as tape recorders, record players, 16 mm projectors, film-strip projectors, overhead projectors, and headphones were used extensively.

Budget

A total of $24,329.00 Title I funds was budgeted for this activity. This included $14,595.00 for personnel salaries, $1,680.00 for supplies, $54.00 travel costs for coordinator, and $8,000.00 for a contracted Co-operative Reading Staff workshop. The per pupil cost, on the basis of this budget, was $66.84. This amount does not include cost of buildings, maintenance, major equipment items, etc. which are included in the regular school year per pupil cost for the school system.

SS 03.05

EVALUATION

The primary goal of the Corrective Reading program was the improvement of the reading ability of target area pupils. The emphasis was on improving skills in word recognition, comprehension, creative writing, listening, speaking, and spelling.

Specific objectives to be evaluated are:

1. Title I pupils enrolled in summer corrective reading will improve their word recognition skills as shown by an improvement in results from pretest to posttest on the Botel Reading Inventory A - Word Recognition Test.

2. Title I pupils enrolled in summer corrective reading will improve their reading comprehension skills as shown by an improvement in results from pretest to posttest on the Botel Reading Inventory A - Word Opposites Test.

The recommended criteria for enrollment in the course was:

1. Third grade pupils should be at least one year below grade level
2. Fourth grade pupils one and one-half years below grade level and fifth and sixth grade pupils two or more years below level. Pupils with IQ scores below 85 were not generally recommended. Pupils, however, were not excluded from consideration on the basis of IQ alone.

A child could be enrolled if there was a reasonable probability that he could benefit from the program.

Teacher estimates of reading level and ability, based on classroom performance, and results of standardized tests were used in the selection process.

Three hundred sixty-four pupils participated in this program. The pupil-teacher ratio was twelve to one.

Class size ranged from nine to twenty-two.

A total of 364 pupils were enrolled. One hundred ninety-one were males and 173 were females. The racial composition of the group was:

Caucasian	53 %	(193 pupils)
Negro	42 %	(151 pupils)
Mexican American .	4 %	(16 pupils)
Oriental		(None)
American Indian . . .	.1 %	(4 pupils)

The grade levels of the participants were:

Second grade . . .	1 %	(2 pupils)
Third grade	27 %	(97 pupils)
Fourth grade . . .	32 %	(116 pupils)
Fifth grade	21 %	(75 pupils)
Sixth grade	20 %	(74 pupils)

Attendance figures were available for all of the 364 pupils. Average daily attendance was 252. The mean number of days attended per pupil was

20.4. The percent of attendance (days attended ÷ total days in the program) for the group was 72 percent. The classes varied in percent of attendance from 47 percent to 87 percent.

Two pupils were randomly selected from each class to be used in the evaluation sample. These pupils were given both sections of the Botel Reading Inventory during the first week of summer school and again during the last week. Approximately one month elapsed between pretest and posttest. Data were received from 27 of the 30 classes. The results are shown in Table 03.1.

On the Word Recognition test gains ranged from 0.4 to 10.4 mean raw score points with third grade showing the most gain. Sixth grade made the least gain.

For the Word Opposites test which is a measure of reading comprehension the gains ranged from 0.2 to 10.5 raw score points. Again, third grade made the most gain but fourth grade made the least gain.

The third and sixth grade samples were much smaller than desirable. Whether this had an adverse effect on the results reported cannot be determined.

RECOMMENDATIONS

The goal of the program was to improve pupils' reading ability. The measure was greater posttest scores than pretest. The Botel may not be an adequate instrument for measuring progress over a period as short as a month. Criterion referenced tests probably would be more valid. However, in all categories, posttest results were greater than pretest as specified in the objectives. With continued emphasis on the improvement of basic skills the program is recommended for continuation another summer if funds are available.

TABLE 03.1

COMPARISON OF PRETEST AND POSTTEST MEANS
BOTEL READING TESTS
TITLE I CORRECTIVE READING
SUMMER 1973

Test	Grade	N	Pretest Mean Raw Score *	Posttest Mean Raw Score *	Gain (Loss)
Word Recognition	3	9	123.6	134.0	10.4
	4	15	123.3	127.5	4.2
	5	12	139.7	146.5	6.8
	6	5	155.0	155.4	0.4
Word Opposites	3	9	41.9	52.4	10.5
	4	15	44.9	45.1	0.2
	5	11	64.4	69.3	4.9
	6	5	72.2	82.2	10.0

* Possible Score: Word Recognition 160
Word Opposites 100

SS 03.00A

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
COOPERATIVE READING STAFF PROJECT
SUMMER 1973

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
Gerald Riley, Research Specialist

Research and Evaluation Services Division

August, 1973

SS 03.01A

COOPERATIVE READING STAFF PROJECT
SUMMER 1973

SUMMARY

Twelve Special Reading Teachers from the Wichita Public School System were assigned to supervise 55 trainees in clinical and diagnostic procedures in reading. These people worked on a one-to-one and small group basis with pupils attending summer school reading classes in three elementary schools and one high school. Interviews with personnel in the program, including the three elementary school principals, indicate the program was successful.

ACTIVITY CONTEXT

This was the second year for this type of project which provided inservice training for teachers of reading. The project was a cooperative effort of the Wichita Public Schools, Curriculum Division and Wichita State University, College of Education.

The organizational format was changed this summer to provide a more concentrated effort in fewer schools.

Wichita State University was the contract agency for this Title I project. The total contracted cost was $8,000.

PROCEDURES AND EVALUATION

One purpose of this program was to provide inservice experiences for Special Reading Teachers (SRT), and for classroom teachers (trainees) who were taking courses in clinical and/or diagnostic procedures in reading. Another was to provide one-to-one and small group instruction for pupils with severe reading problems.

Four SRT were assigned to each of two elementary summer school centers (Adams and Buckner); three were assigned to another summer center (Washington); and one was assigned to a secondary summer school center. The SRT were assigned to these centers three hours per day, five days a week for six weeks. Fifty-five trainees were assigned to these summer centers.

The SRT supervised the trainees in their clinical and diagnostic efforts with pupils. These trainees were, in most cases, classroom teachers working toward certification as Special Reading Teachers.

The SRT attended pre and post-session conferences with the director of the program, in addition to conferences with the director when he visited the summer school centers.

The Special Reading Teachers received a stipend of $330 upon completion of thirty half-day sessions plus one full-day pre-session and one full-day post-session. They also received three hours graduate credit for which they paid $50.00 tuition.

The objectives of the program were:

1. To provide a specialized program of diagnosis and instruction for the severe reading problem.
2. To provide a supervised laboratory whereby teachers learn how to diagnose "severe" reading problems and implement a planned program of remediation.
3. To provide opportunities for Special Reading Teachers to supervise, under specialized direction of Wichita State University, the diagnosis and remediation of severe reading problems.
4. To provide an opportunity to study and identify more effective ways of teaching the pupil who has a severe reading problem.
5. To plan and prepare materials for diagnosis and corrective instruction.

The diagnostic groups gained wide experience in test administration and diagnostic procedures. This also included writing reports on the diagnoses as well as doing case studies.

The clinical groups worked with children daily on a one-to-one basis or in small groups. They concentrated on specific areas which were determined through diagnostic procedures.

Provision was made to send the records of the summer work to the child's base school.

The evaluator had conferences with the three elementary school principals, four SRT, and the director of the program. Without exception, the persons interviewed had strong positive comments about the success of the project.

From the observations and comments expressed by those interviewed, the following factors were apparent:

1. Enthusiasm for the program was common among all people involved, including principals, SRT, the summer school teachers, clinical and diagnostic trainees, and pupils.
2. Much more one-to-one work with pupils was possible as compared to previous summers.
3. Summer classroom teachers benefited by acquiring new ideas from SRT and others involved in the project.
4. Many reading problems were identified which would not have been without a program of this type.
5. The program was well organized and ran smoothly.
6. There were almost no conflicts in scheduling pupils from classrooms for this specialized reading program.
7. The program was a motivational factor for pupils and teachers.

RECOMMENDATIONS

This project, in its present format, appears to add an enhancing factor to summer reading classes as well as providing needed inservice training for teachers. It would merit continuation next summer.

SS 04.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
PRIMARY
MATHEMATICS PROGRAM
SUMMER 1973

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
W. E. Turner, Research Specialist
Gerald Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1973

SS 04.01

PRIMARY MATHEMATICS PROGRAM, SUMMER 1973

SUMMARY

The Primary Mathematics Summer Program was an extension of the regular school year program. Pupils in Title I target schools were selected on the basis of scores earned on a locally developed mathematics screening test. There were a total of 171 pupils of grades one to three in 12 classes in 10 Title I schools who participated. Ten teachers and one coordinator implemented the program. Pupils were posttested with the same screening instrument near the end of summer school. Resultant scores indicated an improvement in posttest results over pretest results and hence the accomplishment of the stated objectives. The program was recommended for another summer.

ACTIVITY CONTEXT

Primary Mathematics was started in one Title I school on a pilot basis during 1970-71. Two classrooms each of kindergarten, first and second grade pupils were involved. The following year the program included six Title I schools and in the school year just past there were twelve project schools. The summer program is a continuation of the methods and concepts developed during the regular school year.

PROGRAM DESCRIPTION

The following is quoted from the project director's proposal:

PRIMARY MATH SUMMER PROGRAM

Primary Math Summer Program is a six-week summer program planned for children who have completed the first, second or third grade and have experienced difficulty in learning the basic computational facts of arithmetic. The primary emphasis of this program is to reinforce and strengthen the computational skills necessary to learn these facts.

The general organization of the classroom will be the use of small group or interest centers in a laboratory environment to insure more individual attention for each child. The daily classroom procedure will include interest center work with math games and concrete materials, outdoor play, music and art. The material developed for the Primary Math Project will be used to provide direction for the teacher.

The children recommended to attend the Primary Math Summer Program will be those children who have not mastered the basic computational skills of addition, subtraction or multiplication. Teachers should use the following criteria for selection:

Post First Grade Children

Priority #1 - Those children who do not know the addition and subtraction facts through the sixes.

Priority #2 - Those children who do not know the addition and subtraction facts through the tens.

Post Second Grade Children

Priority #1 - Those children who do not know the addition and subtraction facts through the tens.

Priority #2 - Those children who do not know the addition and subtraction facts through the eighteens.

Post Third Grade Children

Priority #1 - Those children who do not know the addition and subtraction facts through the eighteens.

Priority #2 - Those children who do not know the addition and subtraction facts through the eighteens or the multiplication facts through the fives.

Every effort should be made to fill the summer school classes with the children who are classified as Priority # 1.

A child after completing this program would be expected to have shown an improvement of his computational deficiencies as shown by a locally developed pretest and posttest of the addition, subtraction and multiplication facts.

This approach to teaching math is different than that traditionally used in primary grade classrooms; therefore, a two-day orientation for the teachers will be held prior to the opening of summer school. The Coordinator of Primary Math Summer Program will be in charge of the orientation under the general direction of the Primary Math Specialist.

One class is planned for each of the Title I summer school centers. Classes will meet daily from 9 to 11 a.m. for six weeks.

Personnel and Budget

A. Personnel

Coordinator (1) 4hrs/day x 30 days @ $6.25/hr =	$ 750
Classroom Teachers (13) 2hrs/day x 30 days @ $6.25/hr =	4.875
Preservice stipends (14) 2 days @ $15.00 =	420
	$6,045

B. Supplies

$5.00/pupil x 195 =	975

C. Other	
Auto allowance and travel	
(1) Coordinator 600 mi. @ .09 =	54
Transportation - Field trips	
(1) per class x 13 @ $25.00 =	325
Primary Math Project Workshop	8,500
	$8,879
Total	$15,899

Based on the planned enrollment of 195 pupils the per pupil cost of this project was $81.53. The workshop cost probably should not be attributed to this project. A more realistic per pupil cost figure would be $43.27 which is adjusted for both workshop costs and an actual enrollment of 171.

EVALUATION

Performance objectives for the summer Primary Mathematics Program were as follows:

1. Title I Primary Math summer school post first grade students will improve their knowledge of addition and subtraction facts to six as shown by an increase in scores obtained in the first and last weeks of summer school on a locally developed Mathematics Facts Test (possible score 40).

2. Title I Primary Math summer school post second grade students will improve their knowledge of addition and subtraction facts to ten as shown by an increase in scores obtained in the first and last weeks of summer school on a locally developed Mathematics Facts Test (possible score 70).

3. Title I Primary Math summer school post third grade students will improve their knowledge of addition and subtraction facts to eighteen and their multiplication facts through the fives as shown by an increase in scores obtained in the first and last weeks of summer school on a locally developed Mathematics Facts Test (possible score 80).

Table SS 04.1 shows a summary of participation and attendance statistics. Classes ranged in size from 10 to 21. For all classes combined the attendance rate was 78 percent with a range for individual classes from 64 to 89 percent. Summary results of the testing of objectives are shown in Table SS 04.2.

TABLE SS 04.1

PARTICIPATION AND ATTENDANCE STATISTICS
TITLE I PRIMARY MATHEMATICS
SUMMER 1973

Summer School Center	Sex		Grade			Race *					Total	Mean Days Membership	Mean Days Attendance	Ratio
	M	F	1	2	3	1	2	3	4	5				
Dodge	6	5	3	8		9	1	1			11	28.2	25.1	.8900
Irving-1	8	6	5	7	2	3		11			14	28.3	20.2	.7173
Irving-2	3	8	2	5	4	1		9		1	11	28.8	21.3	.7395
Kellogg	4	6	5	5		5		5			10	27.9	21.4	.7670
Lincoln-1	6	9	8	5	2	12		2	1		15	28.5	23.2	.8140
Lincoln-2	9	5	3	5	6	12		2			14	28.2	18.1	.6418
Longfellow	10	5	6	4	5	10		2		3	15	28.7	24.7	.8606
MacArthur	5	9	8	5	1	9		2	3		14	28.1	20.5	.7295
Park	7	9		9	7	11		5			16	27.9	22.9	.8207
Rogers	6	15	4	8	9	16		4	1		21	29.0	23.8	.8206
Washington	6	8	5	7	2	5		9			14	28.1	21.6	.7686
Wells	5	11	2	13	1	8		8			16	28.3	22.2	.7844
Total	75	96	51	81	39	101	1	60	5	4	171	28.4	22.2	.7816
Percent	43.9	56.1	29.8	47.4	22.8	59.1	0.6	35.1	2.9	2.3				

*1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE SS 04.2

COMPARISON OF PRETEST AND POSTTEST RESULTS ON MATHEMATICS FACTS TEST TITLE I PRIMARY MATHEMATICS, SUMMER 1973

Grade	N	Possible Score	Pretest $\bar{X}$	Posttest $\bar{X}$	Gain (Loss) $\bar{X}$
First	36	40	25.3	31.3	6.0
Second	63	70	50.7	54.8	4.1
Third	30	80	65.5	75.0	9.5

Approximately four weeks elapsed between pretesting and posttesting. Differences in scores were all positive as required by the stated objectives.

RECOMMENDATIONS

The Primary Mathematics Summer program reached its objective of improving pupils' performance on the test items from pretesting to posttesting. Since this was the first summer for this program, data will have to be compiled over a period of time to determine average amounts of gain in one month on the mathematics tests. In keeping with the reinforcement in the basic skills areas, this program should be repeated another summer if funds are available.

SS 05.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
INTERMEDIATE MATHEMATICS
PROGRAM
SUMMER 1973

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
W. E. Turner, Research Specialist
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Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1973

SS 05.01

INTERMEDIATE MATHEMATICS PROGRAM, SUMMER 1973

SUMMARY

The Intermediate Mathematics Program was instituted this summer for the first time. It operated as an extension of the Primary Mathematics Program which was designed for grades 1-3. The Intermediate Program was for grades 4-6 however some third grade pupils were enrolled. Pupils were enrolled in seventeen classes in eleven Title I schools. Fifteen teachers and one coordinator conducted the program. Of 272 pupils enrolled, 190 had both pretest and posttest evaluative data which showed gains ranging from 8.2 to 18.4 mean raw score points in the four week interval between pretest and posttest. The program was recommended for continuation.

ACTIVITY CONTEXT

The Intermediate Mathematics summer program for fourth to sixth graders is an extension of the regular year Primary Mathematics Project which was begun in 1970-71 for kindergarten, first, and second graders. The program was planned for inclusion in eleven of the Title I elementary school summer school centers.

PROGRAM DESCRIPTION

The following is quoted from the Project Director's proposal:

> Intermediate Math Summer Program is a six week summer program planned for children who have completed the fourth, fifth or sixth grade and have experienced difficulty in learning the basic computational facts of arithmetic. The primary emphasis of this program is to reinforce and strengthen the computational skills, thereby eliminating computational skill deficiencies.
>
> The general organization of the classroom will be the use of small group or interest centers to insure more individual attention for each child. The daily classroom procedure will include interest center work with math games and manipulative devices, outdoor play and art. The art will consist of the construction and decoration of various math devices and games.
>
> ### PUPIL SELECTION
>
> The children recommended to attend the Intermediate Math Summer Program will be those children who have not mastered the basic computational skills of addition, subtraction, multiplication or division. It will be the teachers' responsibility to determine which children are in need of additional summer study. Teachers should use the following

criteria for selection: children in the fourth, fifth, or sixth grade should know: addition and subtraction facts through 18, multiplication and division facts through 81, concept of regrouping, concept of place value.

The students deficient in the skills listed on the previous page would be eligible to attend the Intermediate Math Summer Program. The students having the most deficiencies should be given the first priority in the selection process.

This approach to teaching math is different than that traditionally used in the intermediate grade classroom; therefore, a two-day orientation for the teachers will be held prior to the opening of summer school. The Coordinator of Intermediate Math Summer Program will be in charge of the orientation under the general direction of the Primary Math Specialist.

One class is planned for each of the Title I schools. Classes will meet daily from 9 to 11 a.m. for six weeks.

Personnel and Budget

A. Personnel	
(1) Coordinator 4hrs/day x 30 da @ $6.25/hr =	$ 750
(13) classroom teachers 2 hrs/day x 30 da @ $6.25/hr =	4,875
(14) preservice stipends 2 days @ $15 =	420
	$6,045
B. Supplies $5.00/pupil x 195 =	975
C. Other	
Auto allowance and travel	
(1) coordinator 600 mi. @ .09 =	54
Pupil transportation - field trips One per class 13 x $25 =	325
	$ 379
Total	$7,399

Based on the anticipated enrollment of 195 pupils the per pupil budgeted amount was $37.94. Based on the actual enrollment of 272, the per pupil cost was $27.20.

EVALUATION

Performance objectives were as follows:

1. Title I Intermediate Math summer school post fourth fifth or sixth grade students will improve their knowledge of addition and subtraction facts through the eighteens as shown by an increase in scores obtained in the first and last weeks of summer school on a locally developed mathematics facts test.

2. Title I Intermediate Math summer school post fourth, fifth, or sixth grade students will improve their knowledge of multiplication and division facts through 9 x 9 and 81 ÷ 9 as shown by an increase in scores obtained in the first and last weeks of summer school on a locally developed mathematics facts test.

3. Title I Intermediate Math summer school post fourth, fifth, or sixth grade students will improve their knowledge of place value and regrouping through the thousands as shown by an increase in scores obtained in the first and last weeks of summer school on a locally developed mathematics facts test.

Table SS 05.1 shows a summary of participation and attendance statistics.

TABLE SS 05.1

PARTICIPATION AND ATTENDANCE STATISTICS FOR TITLE I INTERMEDIATE MATHEMATICS CLASSES
SUMMER 1973

School	Sex		Grade				Race*					Total	Mean Days Membership	Mean Days Attendance	Ratio
	M	F	3	4	5	6	1	2	3	4	5				
Dodge-1	5	8	10	2		1	9		1	3		13	28.5	22.5	.7894
Dodge-2	9	4	2	6	4	1	12		1			13	29.0	22.7	.7827
Irving-1	10	8		10	7	1	3		13	2		18	28.5	19.3	.6771
Irving-2	9	11	1	1	8	10	5		14	1		20	27.1	15.5	.5719
Kellogg-1	8	13	6	15			10		9	2		21	29.0	19.9	.6862
Kellogg-2	9	9			13	5	8		10			18	28.4	20.3	.7147
Lincoln-1	5	3	1	2	4	1	8					8	29.0	19.7	.6793
Lincoln-2	7	10		11	4	2	14		2	1		17	26.4	18.7	.7083
Longfellow	11	7		2	11	5	13		1		4	18	27.9	20.4	.7311
MacArthur	5	8		7	3	3	9		3		1	13	29.0	23.9	.8241
Park	7	12		10	5	4	6		13			19	28.6	18.2	.6363
Rogers	10	7		6	7	4	16				1	17	25.2	21.0	.8333
Waco	4	8	3	6		3	1		9	2		12	28.7	21.9	.7630
Washington	11	8	3	3	7	6	1		18			19	28.0	22.2	.7928
Wells-1	10	5		4	6	5	7		8			15	27.5	18.7	.6800
Wells-2	4	11	5	10			9		6			15	28.7	21.4	.7456
Wells-3	12	4		2	9	5	11		5			16	28.7	25.6	.8919
Totals	136	136	31	97	88	56	142		113	11	6	272	28.1	20.5	.7295
Percent	50.0	50.0	11.4	35.7	32.4	20.6	52.2		41.5	4.0	2.2				

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

Sixteen classes were conducted whereas the budget was set up for thirteen. Classes ranged in size from 8 to 21 pupils. The overall attendance ratio was 73 percent with individual classes ranging from 57 to 89 percent.

A locally developed Mathematics Facts Test was given pretest and posttest to all program participants. Summary results of these pupils who had both pre and post scores are shown by grade level in Table SS 05.2.

TABLE SS 05.2

SUMMARY RESULTS OF TITLE I INTERMEDIATE
MATHEMATICS PUPILS
MATHEMATICS FACTS TEST
SUMMER 1973

Grade	N	Pretest Mean (Possible = 152)	Posttest Mean (Possible = 152)	Gain (Loss)
Third	23	86.5	104.9	18.4
Fourth	73	105.4	120.8	15.4
Fifth	60	117.7	129.9	12.2
Sixth	34	124.9	133.1	8.2

Since only total test results were turned in rather than subtest results no conclusions can be reached about pupils' performance on the individual objectives. One may infer that a gain on the total test would signify a gain on the subtest parts but the gains may not have been proportionately distributed.

Total test gains ranged from 8.2 to 18.4 raw score points for grade means. As would be expected, the lower grade levels made greater gains.

RECOMMENDATIONS

It appears generally that this program met the desired objectives and is recommended for continuation another summer if funds are available. Data collection procedures will need to be clarified.

SS 06.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
TUITION SCHOLARSHIPS
PROGRAM
SUMMER 1973

Funded by ESEA PL 89-10
Title I
Project 73040

Prepared by
W. E. Turner, Research Specialist
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Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1973

SS 06.01

TUITION SCHOLARSHIPS, SUMMER 1973

SUMMARY

The Wichita Public Schools have for many years operated a tuition summer school program. The Tuition Scholarship program was designed to provide an opportunity for continuation of study skills and field experiences to Title I students. Tuition Scholarships pay the tuition and fees for students to participate in the regular summer school classes, e.g. swimming, typing, foreign language, mathematics, reading, driver education, art, clothing, band, and field ecology.

The staff involved in dispensing 1,973 scholarships consisted of the Title I area principal, local principals, counselors, and teachers. One thousand three hundred eighty-two scholarships were granted at the elementary level and 591 scholarships at the secondary level.

Based on the evaluation, the recommendation was made for continuation of the program.

ACTIVITY CONTEXT

During the eight years, 1966 through 1973, the Tuition Scholarship program has provided a link for students in the Title I areas to the regular summer school program. In the summer of 1966, scholarships were made available for children from preschool through the twelfth grade.

The program was called Tuition Scholarship because it was felt that parents would feel that this was a special honor to have their children chosen for a scholarship, rather than just being offered a free program during the summer months. The program also allows students to enroll in classes that are not available during the regular spring and fall terms. The program has continued to follow this basic philosophy for eight years.

The students from the Title I area attended classes in the public schools. Three-year-old students through students in the twelfth grade were granted scholarships to attend these schools.

PROGRAM DESCRIPTION

Scope

During the summer of 1973, the Tuition Scholarship program granted 1,382 elementary scholarships and 593 secondary scholarships to students residing in the Title I target area. The classes consisted of reading, languages, swimming, recreation, arts and crafts, mathematics, music, ecology, government, typing, history, and driver education.

The goals of the Tuition Scholarship program were to provide an opportunity for reinforcement of learning of basic skills, to foster a continuation of study skills for children who might otherwise regress academically during the summer months, and to promote a variety of summer field experiences for Title I target area children.

Personnel

The Title I area principal was responsible for allocating and collecting data in regard to elementary scholarships. Secondary tuition scholarships were dispensed by the Guidance Department. Junior and senior high school counselors enrolled the students at the secondary level, while elementary school principals granted the tuition scholarships on the elementary and preschool level.

Procedures

Teachers, counselors, and principals determined the interest, need, and eligibility of scholarship recipients.

Each tuition scholarship paid for tuition and fees for the student from the Title I target area to the regular summer school program. Parents were informed of the program by reading brochures about summer school programs. Signed application blanks were collected.

Each tuition scholarship at the elementary level was worth $9.00 which paid for a one hour course. Some classes required a student to have more than one scholarship or partial scholarship to enroll. Each secondary scholarship was worth $19.50.

Budget

Elementary scholarships	3,000 @ $ 9.00	$27,000
Secondary scholarships	635 @ $19.50	12,383
	Total	$39,383

EVALUATION

Utilization and distribution of scholarships are shown in the following tables. Secondary level grants are tabulated in Tables 06.1 and 06.2. As shown there were 591 grants of a possible 635 which were issued at the secondary level. Each grant was valued at $19.50. Some courses required two grants which accounts for the lower figure of 487 pupil recipients. Table 06.2 further breaks the tabulation down by subject or course.

Data for elementary grants are shown in Table 06.3. Reporting procedures allowed for the collection of attendance data which are also reported. In general, attendance of pupils whose tuition was paid by tuition grants is comparable to that of other pupils in summer courses.

TABLE 06.1

UTILIZATION OF TITLE I TUITION GRANTS
SUMMER 1973

Grade	Number Pupils	Number Grants Used	Race*				
			1	2	3	4	5
7	97	109	41		49	6	1
8	85	100	30	1	47	6	1
9	42	61	13		27	1	1
10	42	53	9		32	1	
11	140	161	6		131	2	1
12	81	107	5		73	3	
Total	487	591	104	1	359	19	4
Percent			21.4	0.2	73.7	3.9	0.8

*1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian.

Total grants available		635
Returned unused	5	
Lost	4	
Pupil never attended	5	
Expelled first day	4	
Not issued	26	
Less		44
		591

TABLE 06.2

TABULATION OF TITLE I TUITION GRANTS BY GRADE IN RANK ORDER OF FREQUENCY
(SECONDARY LEVELS)
SUMMER 1973

Course	Grade						Total	Percent*
	7	8	9	10	11	12		
U.S. Government				5	75	46	126	21.3
Cheerleading	16	28	7				51	8.6
Physical Education	13	14	8		2		37	6.3
Field Ecology		7	11	4	6	7	35	5.9
Reading	6	6	4	2	8	5	31	5.2
English & Math	24	4					28	4.7
U.S. History				2	12	11	25	4.2
Reading & Math	14	7	1				22	3.7
English II				10	10	2	22	3.7
General Math			8	6	4	3	21	3.6
English I		1	7	5	5	2	20	3.4
Math 8		1	17	1			19	3.2
Math 7	18						18	3.0
English III				4	8	6	18	3.0
Arts & Crafts	4		2	2	6	1	15	2.5
Psychology				2	6	2	10	1.7
Shop	2	6	2				10	1.7
English IV						7	7	1.2
English Composition					3	3	6	1.0
Algebra I					4	2	6	1.0
Typing I		2	1		1	2	6	1.0
Algebra II					3	2	5	.8
Biology		2	3				5	.8
Driver's Education			1	3	1		5	.8
Photography			3	1		1	5	.8
English 8		3	1				4	.7
English 7	4						4	.7
Typing II			1	2	1		4	.7
Human Relations					3	1	4	.7
Science 7	3						3	.5

TABLE 06.2 (CONT.)

Course	Grade 7	8	9	10	11	12	Total	Percent*
Sociology				1		2	3	.5
Med. Social Studies			1	1	1		3	.5
English & Reading		2					2	.3
History 8		2					2	.3
History 7	2						2	.3
Course Not Indicated	1	1					2	.3
College Reading						1	1	.2
Business Arithmetic					1		1	.2
Chemistry					1		1	.2
Auto Mechanics						1	1	.2
Instrumental Music	1						1	.2
Totals	109	100	61	53	161	107	591	
Percents*	18.4	16.9	10.3	9.0	27.2	18.1		

*Percents may not total 100 because of rounding.

TABLE 06.3

PUPIL PARTICIPATION AND ATTENDANCE STATISTICS
ELEMENTARY TITLE I TUITION SCHOLARSHIPS
SUMMER 1973

Course	Sex		Grade								
	M	F	PK	K	1	2	3	4	5	6	EMH
Arts & Crafts	197	230		53	86	98	57	59	47	27	
Typing	75	95					5	52	62	51	
Physical Education	108	61		9	31	32	43	20	25	9	
Basic Primary	87	52			67	51	21				
Cooking & Sewing	4	80				1	9	34	24	16	
Corrective Reading	36	44					4	34	26	16	
Intermediate Math	33	47				1	6	34	28	11	
Primary Math	30	25			14	25	16				
EMH	20	22									42
Post Kindergarten	19	13		32							
Gymnastics	14	11		5	1	1	2	8	6	2	
Swimming	15	9		10	6	4	4				
Lab Science	7	5				3	8	1			
Bowling	9	1						4	4	2	
Speech Pathology	6	3	4	3	1			1			
Public Speaking	4	3					2		2	3	
Preschool	3	3	6								
Enrichment Reading	4	1			4	1					
Guitar	4					1		2	1		
Spanish	1						1				
German	1							1			
Totals	677	705	10	112	210	218	178	250	225	137	42
Percent	49	51	1	8	15	16	13	18	16	10	3

*1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian.

SS 06.07

TABLE 06.3

PUPIL PARTICIPATION AND ATTENDANCE STATISTICS
ELEMENTARY TITLE I TUITION SCHOLARSHIPS
SUMMER 1973

	Race*						Mean Days	Mean Days	
Course	1	2	3	4	5	Total	Membership	Attendance	Ratio
Arts & Crafts	214	3	202	6	2	427	28.1	20.3	.7224
Typing	88		74	8		170	28.1	19.4	.6903
Physical Education	100		62	5	2	169	28.6	19.6	.6853
Basic Primary	6		133			139	28.5	22.8	.8000
Cooking & Sewing	32		48	4		84	28.8	21.2	.7361
Corrective Reading	8		72			80	28.5	23.3	.8175
Intermediate Math	5		75			80	27.9	22.4	.8028
Primary Math	5		50			55	28.9	22.7	.7854
EMH	22		15	5		42	28.5	18.8	.6596
Post Kindergarten	3		29			32	28.8	22.6	.7847
Gymnastics	4		20	1		25	27.8	24.2	.8705
Swimming			24			24	27.7	24.3	.8772
Lab Science	7	1	3	1		12	28.5	24.5	.8596
Bowling	1		9			10	29.0	25.8	.8896
Speech Pathology	8		1			9	29.0	25.8	.8896
Public Speaking	1		6			7	28.9	25.0	.8650
Preschool	6					6	29.0	24.3	.8379
Enrichment Reading			5			5	29.0	27.4	.9448
Guitar	2		2			4	28.5	25.0	.8771
Spanish				1		1	29.0	28.0	.9655
German			1			1	29.0	14.0	.4827
Totals	512	4	831	31	4	1382	28.3	21.1	.7455
Percent	37	<1	60	2	<1				

SS 06.08

RECOMMENDATIONS

This report has shown the utilization of tuition grants offered in the summer of 1973. It is recommended that if grants are made another summer that more control be exercised over their issuance. One person at each high school or junior high should maintain control and account for scholarships. The issuance of grants for cheerleading, photography, and other courses outside the basic skills area may be open to question as to whether these courses fit in with the intent of Title I.